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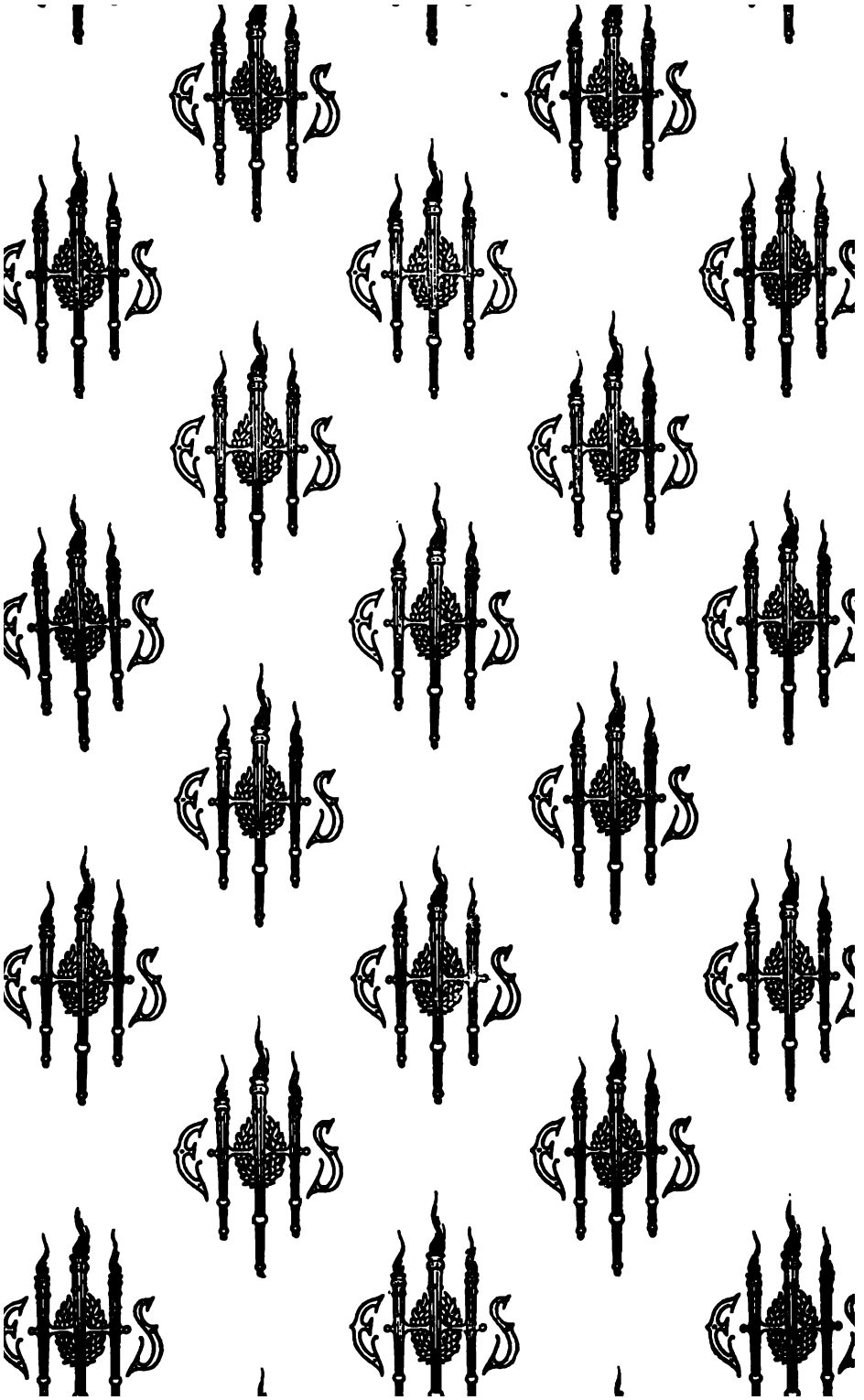
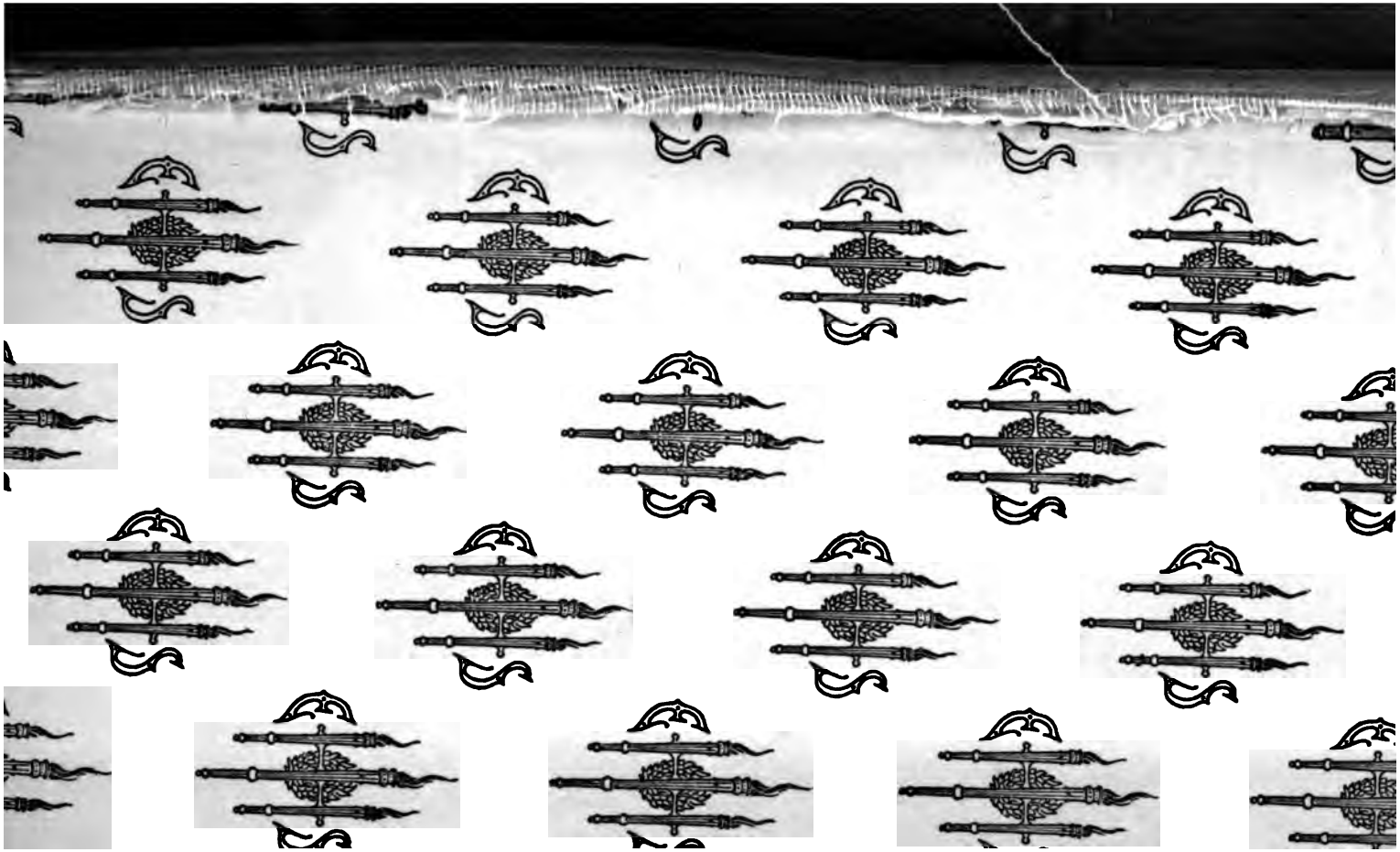
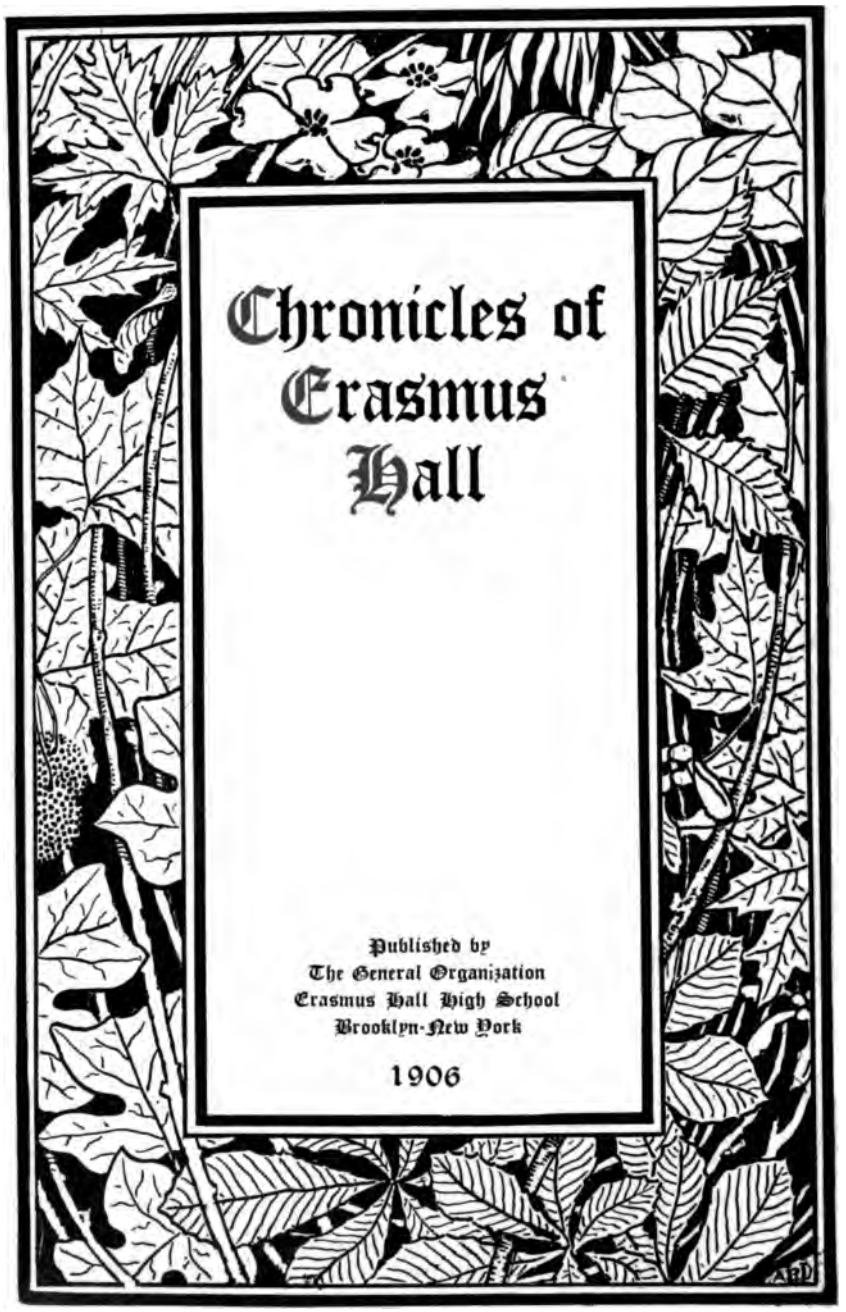
CHRONICLES OF ERASMUS HALL





ERASMUS HALL IN SUMMER.

Laura M Romer.



Chronicles of Erasmus Hall

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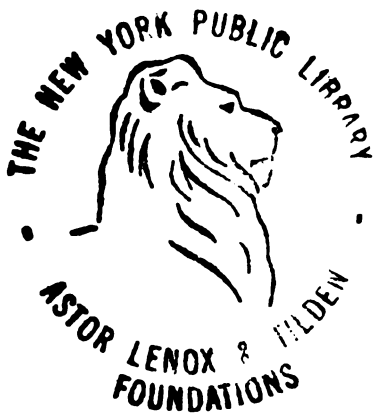


Preface

THE story of Erasmus Hall as an academy, from 1787 to 1896, when it became a part of the public educational system of the city of Brooklyn, is in a large measure the story of the secondary education of this country. It is the story of the earnest efforts of cultured and self-sacrificing men and women who, as trustees, principals and teachers have devoted time and means and energy to the best and most elevating interests of this community. There are few of the old families in this region whose sons and daughters did not receive a part of, and in many cases all, their formal education in the old Hall. At least three college presidents, many leading scientists, and men learned in the professions, have been among its instructors; while enrolled among its students have been leaders in Church and State, and captains in the industrial world, who have looked back to this institution with its stately trees and broad stretches of lawn, as the inspiration for their later achievements.

While no history of education in this country has been without references to the work and standing of the school, its complete history has never been written, and much of it has been already lost in the overwhelming growth and development of later years; and so those who have taken upon themselves the responsibility of carrying on the work, so well performed during all these years, have felt that as the institution is about to leave the familiar old quarters for the larger opportunities offered by a century of progress, a tribute to the past should be paid.

Proud of the glorious history of the Academy, and proud of its high achievements, the present teachers and pupils trust, through the inspiration to come from a more complete knowledge of the past, to be able to add new luster to the name and fame of Erasmus Hall. In the making of this volume especial mention must be made of the tireless efforts of its principal contributor, Dr. Willis Boughton, who for many years has made the collection of this historical material his constant aim, and who has given to the task all the strength and efficiency which years of experience along similar lines have given him; of Mr. Eugene W. Harter, who, as head of the classical department from the establishment of the High School, has been one of the leading factors in its later growth and development; of Mr. Allen B. Doggett, the chairman of the art department; of Mrs. Mildred McNeal-Sweeney, for years an earnest and efficient teacher; of Mr. Charles M. Skinner, a prominent patron and active supporter of the school; of the valuable assistance rendered by the officers of the Academy, who have placed all their records at the disposal of the committee, and by personal letters and earnest encouragement and co-operation have done all in their power to make this work a success; of the many other friends of the school, the names of whom are so numerous as to prevent mention here, who have contributed generously of their experience; and, finally, of our whole body of teachers and pupils, old and new, who with accustomed loyalty have upheld our hands in this, as in every other movement of interest to the school. To one and all we beg to express our sincere thanks and appreciation.

Brooklyn, April 25, 1906.

Foreword

HISTORY is seldom conscious of its own importance, when it is in the making. Therefore, the teachers and pupils of Erasmus Hall do not realize that it is a finer institution, now that it is part of the public school system, than when it was a private enterprise, twice as famous, and a quarter as well attended. Excellence commanded fame in those days more surely than it does at present, when there is so much more of it. We have leveled our common schools up to a point where they surpass the best of the uncommon ones of an earlier generation. Contrasting my own experience with that of the youngsters who are at their books to-day, I am struck by this radical difference: that, whereas I was driven to my studies, the boy in Erasmus Hall goes willingly, and even with enthusiasm, and has a loyalty to his teachers, his class and the institution that could not comport with the severities which were once supposed to be at the foundation of learning.

And here we see a reason for the difference. Learning! That was the old standard. It was not education. The old way was to crowd facts into the student. The new way is to get him to seek the facts himself. We stood in a line and sing-songed our lessons, and had a black mark put against us if we deviated from the text. Nice way, that, to develop reason and individuality! Later the folly of it became too apparent to endure, and the pupil was taught to recite in his own language. This showed that he knew what he was talking about; whereas if he repeated words, like other parrots, it might indicate that he had not the least idea what they meant. The teacher in old times did not have to know much. He held a book, and saw that the scholar recited the sentences, and if the unhappy varlet put in a word which was not there, he was walloped. Oh, the welts I have carried home, for unwitting substitutions of my own language for that of some personage who had got into print, and knew a vast deal more about his facts and his vernacular

than I ever could, or will! There is another mark in the advance: there are no punishments; at least, none that puts the scholar in fear; but there is what is better: he is put on his honor as a speaker of truth and a gentleman, and one lives up to a trust a good deal more surely than he lives down to other people's expectations.

It has seemed to me that some of the credit obtained, and deservedly, by Erasmus Hall, has been due in the past to its situation. It was isolated from disturbing and dissipating influences, and it has the guarantee of a partial continuance of its liberties. Some day the city will buy the entire square on which it stands for a campus that will enhance its architectural dignity, and will afford room and measurable quiet for its classes. I fear for its usefulness if this is not done, for in time Flatbush will be covered from the park to the sea with ten-story flats, and there will be no sun, no air and no repose, except in just such reservations as we must secure about our public buildings.

It is in relative isolation that intellectual work becomes fruitful, and here we find a reason for the supremacy of Erasmus Hall among the schools of the city: the scholar has been detached; he has been so happily environed that he could put his mind upon his work; in this removal from the busy districts of the town it is natural that the scholars and teachers should form a more complete sodality, that there should exist an implicit mutual and self reliance, that time should avail for study which in some institutions is wasted in formalities and excitements. Two of my sons have been students in this school, and their progress has been a matter not merely for pride but astonishment, for I have constantly fallen into the way of contrasting their advance with my own experiences, a few years earlier.

It seems to me that the supreme worth of education, as it is forwarded in this oldest of our academies, is that it develops individuality, whereas, under the obsolete systems of my youth the tendency was to crush it. Our way is to mass in such numbers that the individual is submerged; we are governed, not merely as to laws, but in our faiths and customs and politics and thinking, by

averages, whereas we should be governed by ideals; and it is to the purpose that, at least in this school, the pupil finds strengthening for a personality that nature devised for the better service of mankind, since it is always the individual, and never the multitude, that leads, teaches, inspires, reforms and recreates.

Erasmus Hall to-day is doing a service equal to that of Harvard a century ago, and looking not far into the future I see its usefulness still increasing: I see its scientific and literary collections taking form, its teaching force increased, its curriculum diversified, its material being enhanced in beauty, its walls covered with works of art; I see public spirit among its alumni proving itself in gifts and endowments. It will continue to be a joy and a privilege to enter its doors. And from it, every year, will graduate boys and girls who are destined, through its training, to take high place in the world; but whatever their stations, I am sure that among their happiest memories will be those of pupilage under Dr. Gunnison and his earnest and able associates. I pay a cheerful homage to Erasmus Hall.

CHARLES M. SKINNER.

Commemoration Poem

The Founding of Erasmus Hall, November 17, 1787

Summons without a name,
Flame that no eye may see,
Touch that no man felt as it came
Asking his constancy—
In the hearts of men it burned
Long since, and continually
It lightens and lifts in promise—
Over weaknesses wept and spurned,
Over courage won hardily—
Making hour by hour the immortal claim
That we follow—cast all behind us and follow—
Follow the lead of the flame.

Man's poor self still must crave
The serene and ultimate sight,
And must in desire outbrave
The dull heart, the weak body, the night.
Through the long dusk of his dreams
A wonder flooding of light
Far off, sets a mark for the journey:
And he takes the path as it gleams
Along fields of stubble and blight,
Past Doubt dwelling dark in his bitter cave,
And toils on, footsore yet ever unweary
With rain-worn mantle and knotted stave.

It was so the Seekers of old
Kept watch night-long with a star
Of flame on the dusk and gold
Of the land. Very lustrous and far,
Lighting the steep of the hill,
It summoned men forth to war
On the easy sloth of the spirit
Too long suffered; and still
The shining spaces unbar
Their beauty, when men awake and are bold
As men, in request of the infinite wisdom
The wonder not to be told.

Chronicles of Erasmu

Faithful these unnumbered years,
Steadfast, walking alone
On the way, pass the militant seers—
Taking no prize for their own
Save the overcoming of doubt,
Chanting sweet tone on tone
A joyous faith in their vision,
Carving their beauty out
From the waiting white of the stone,
Glad when the great dusk somewhat clears,
And out of the lovely, never-lost light
The desired answer nears.

Countless, name upon name,
No record, no memory of all
Who ran with the torch of flame!
Past the scourge and the cup of gall
To the uttermost needy shore
Their light fled on, out of thrall;
And the overmastering beauty,
The power and wonder it bore
Enkindled in palace and hall
And hut and among all men the same
Fire of ardor, flame of desire,
Fear of the dullard's shame.

Names we hold for a charm
And utter with reverent breath,
Names to bid hearts thrill warm
Where they stand, outliving death -
Phidias, Sappho, Homer—
Vain is the fading wreath
To crown the abiding presence—
Colomba, Augustine, Alfred,
Men of the west who bequeath
With glory of soul and might of arm
Themselves, for light courageous, continual,
Light to outlast the last great harm.

Dead this many a year—
Shakespeare with whom we dream,
Dante with whom we fear,—
Yet when did they pass the stream?
And when passed the man who flung
Learning like largess of gold agleam,
Page upon printed page to all peoples?
When last has Schubert sung
Strains bright as the day's own beam?
And Browning—does he not pace near,
Manly and great, when men for a little
Grow aweary and whisper of fear?

And the lofty spirit of one,
From an idle land the while
Lying pleased with its Little-done—
How it came long since—many a mile
Westward through malice of mist and foam!
And the Name, the living Name, Erasmus,
Makes here more generous home
For a people in long exile—
Gives soul to the great life daily begun
Anew, never weary, never dull, never aging
From splendid father to splendid son.

And here the light lives, never dimmed
These many and faithful years:
Long since its glory has brimmed
The first lamp over, past fears
And foes and ills as they came.
And still to all listeners
Loyal men and loving women
Jealously guarding the flame,
Proclaim the treasure it bears,
Setting free the truth, glad eyed, young limbed,
And working all, master and learner together
For truth—glad dream that the world has hymned.

Like children whose brief times pass
In little labors, men go
With winds and birds and the grass
And great flowers all ablow
Across the unending field.
They gather the blooms they know
But still come an hundred others,
Nameless and lovely, and yield
The sweet breath, the fair color aglow:
And a hundred, lovelier still, surpass
Those that they hold with wonder, and beckon
And call, far off, in the blowing grass.

And we follow, daring the stain
Of the journey; garmented well
In patience, careless of pain,
We follow, impatient to tell
Straightway and far abroad, what truth,
What wisdom, beauty, delight, we spell
Out of the infinite closed book
In the simple lessons of youth.
But ever one more sentinel
Keeps watch on the way; and who shall attain
The end of the difficult, beautiful road
And count as his own the last bright gain?

Summons without a name,
Flame that no eye may see,
Touch that no man felt as it came
Compelling his constancy --
Still doth the body obey,
Or fleetly or laggingly,
The call of the eager spirit;
And out toward the ultimate day
Where man's poor mind shall be
Made perfect forever, past frailty, fame,
With toil, with joy, with infinite yearning
We follow the lead of the flame.

—Mildred I. McNeal-Sweeney.

Dr. John H. Livingston.

Chronicles

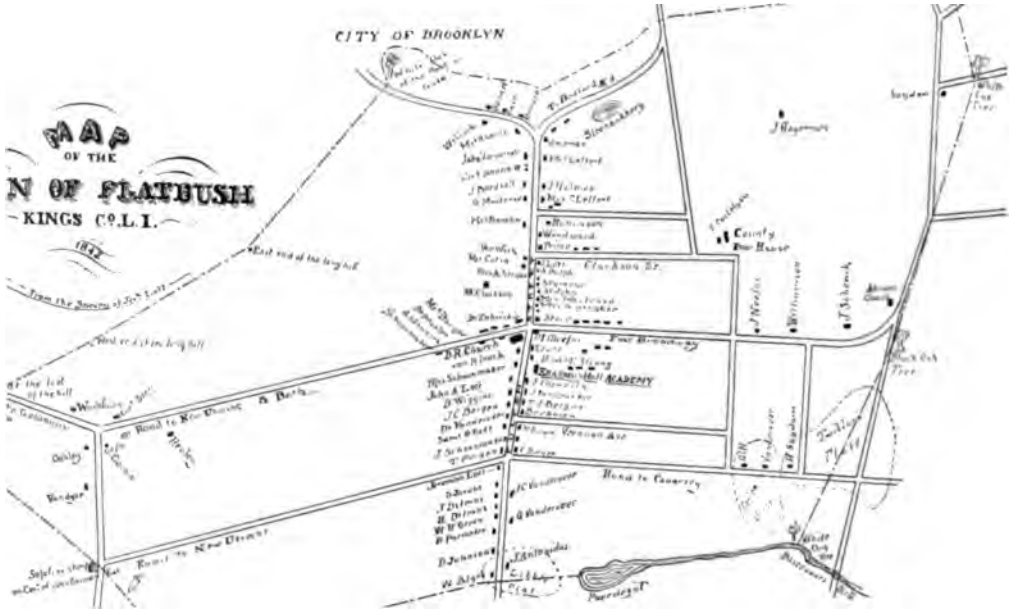
of

Erasmus Hall Academy

1787–1896

by

Willis Boughton, Ph.D.


CITY OF BROOKLYN
MAP
OF THE
N OF FLATBUSH
KINGS Co. L. I.
1874
Road to New Utrecht
Road to Coney
ACADEMY
County Poor House

Introduction

ERASMUS HALL is a public high school of the New York City system, located in Flatbush, Borough of Brooklyn, Twenty-ninth Ward, Thirty-eighth School District, near the corner of Flatbush and Church Avenues. It was founded in 1787 as a private academy. In 1896 it was transferred, as a gift of its Trustees, to the City of Brooklyn. At the consolidation it passed naturally into the New York City system. Any complete history of the school must recognize the two main periods, that of the Academy, and that of the City High School; and the Academy may be best pictured, perhaps, on the background of the history and the environment of the community in which the school is located—Flatbush.

Flatbush

Flatbush is located somewhere near the center of Kings County, Long Island. When the Dutch settlers took possession of that territory, midway between the East River and the sea, it was a flat, densely wooded tract, appropriately termed Flatbush. As early as 1630 to 1634, squatters planted their cabins in these forests; but in 1636 the Indian owners were induced to deed the land to white settlers, Wouter Van Twiller receiving a large parcel of it. In 1651 Governor Stuyvesant completed the organization by granting to the settlement a town patent.

In aboriginal times there had been an Indian-path running in a zigzag course, from Jamaica Bay, through the forest, to the East River. This trail became known as "Main Road" in the village of Flatbush. Crossing this road at unequal angles, the settlers established another thoroughfare which they familiarly called "Cow Lane." The former, through the changes incident to environment and prosperity, has become dignified by the name of Flatbush Avenue, and the latter by that of Church Avenue. The corners at the Cross-Roads at once became the center of the life of the village.

In plotting the town, it was thought safest, because of the savages, to range the dwellings as close to one another as might be along the sides of Main Road. The farms, therefore, were laid out into

forty-eight lots, averaging twenty-seven rods in width, and extending to the east or to the west to the distance of six hundred Dutch rods. After setting aside a parcel of land at the southwest corner of the Cross-Roads for church purposes, and converting another parcel into a "Common," the remaining tracts were apportioned by lot to the settlers.

In Revolutionary times Flatbush seems to have had some sympathy for the King's cause; in fact, quite a proportion of her inhabitants were pronounced Tories. The village was even occupied by British forces. The King's officers were very popular in Flatbush society, and the atmosphere was decidedly frigid for any who sympathized with the patriotic cause. This condition of affairs led to two delightful romances that have an indirect connection with Erasmus Hall Academy—one the story of Aquila Giles, and the other that of Bateman Lloyd.

The Romance of Aquila Giles

Every one has noticed the avenue of white pines on the right side of Flatbush as you go toward the Bridge. Until quite recent times, a fine old Colonial house stood at the east end of this evergreen lane. Even now it may be seen away back on Bedford Avenue, where the late Dr. Homer L. Bartlett moved it when he owned the property. The house has long been called Melrose Abbey, named that by the once celebrated actress, Mrs. Anna Cora Mowatt, who resided there. The romance of Aquila Giles centers around this old house.

In Revolutionary times the building was owned by a Colonel Axtell, a violent Tory, who not only welcomed the British to Long Island, but received the officers as guests and furnished them royal entertainment. It is claimed that he turned the cellar of his residence into a prison and furnished it with fetters and chains for such rebels as might be sent to him by the British. When, years afterward, the bones of a young woman were found in the cellar, unless gossip is wrong, there was foundation for the ghost stories that had gathered about the place. Of old many a belated traveler over the old Flatbush Road could swear that he had plainly seen the pale face of the unfortunate girl looking out at one of the gable windows, at the end of the avenue of pines. For his loyalty to the King, Mr. Axtell was honored with the title

MELROSE HALL

of Colonel in General Howe's army. It must have been in the early days of the war that the following episode occurred.

A niece of Mrs. Axtell was living with her. This was Miss Shipton, quite a belle in Flatbush society. It is not strange that she should meet Aquila Giles, and that he should fall in love with her. This may have been all right until young Giles was injudicious enough to betray his sympathy for the rebel cause. When this fact became known, however, Colonel Axtell was very angry. This attitude on his part probably made the passion of the young people more ardent. Finally, though the Tory master of Melrose Hall opened his parlors to the elite of Flatbush society, though the brilliant balls given were the talk of the town, Aquila Giles was forbidden to enter the house. Yet the lovers were betrothed and remained true to each other.

Hostilities began. Aquila Giles joined the American army and rose to the official rank of colonel. The war ended and he returned to Flatbush to live. Then it was that the United States Government confiscated the property of the Tory Axtell, and advertised it for sale at public auction. On the twenty-first day of October, 1784, Colonel Aquila Giles purchased Melrose Hall. Then he married Miss Shipton and took up his residence in the house from which, as a lover, he had been so angrily ordered.

Colonel Giles lived in Flatbush for many years and was an active member of Erasmus Hall Board of Trustees until 1797. In 1809 he sold Melrose Hall to Bateman Lloyd, another trustee.

Romance of Bateman Lloyd

Mr. Bateman Lloyd was a native of Woodstown, Salem County, New Jersey. As far as is known, he resided there until the breaking out of the Revolutionary War, when he was in his nineteenth year. Though he was a Quaker, this did not prevent him from taking an active part in the struggle. He first became a Lieutenant, and then a Captain, in the American Army. On February 27, 1778, he was taken prisoner, and remained such until April 1, 1781, when he was exchanged. Tradition has it, and without the slightest doubt truthfully, that during a large portion of his life as prisoner, he was lodged in the County Jail, which was then located in Flatbush, and given by parole the freedom of certain portions of the village.

In those days Mr. Jacob Lefferts, an honored citizen of the village, with Tory sympathies, resided in an old Dutch house on the northwest corner of the "Cross-Roads." His daughter, Abigail, was one of the belles of the town. It is not strange that the manly young Captain and Miss Abigail should meet, and having met, looked, "no sooner looked but they loved, no sooner loved but they sighed, no sooner sighed but they asked one another the reason, no sooner knew the reason but they sought the remedy." But here the real romance begins.

Captain Lloyd may have been billeted, for his meals, on the family of Mr. Lefferts, and in that case only the Tory prejudices of Abigail's father would have needed to be overcome. But there were those, possibly just village gossips, who declared that the limits of his parole would not allow the young prisoner to cross Church Lane, as the road was then called. Now Miss Abigail was a very exemplary and proper young lady, and her ideas of propriety, undoubtedly, would not allow her to cross the street to seek the company of a young man. The situation was a variation of the "Pyramis and Thisby" affair, and the question a variation of "The Lady and the Tiger" problem. Did Captain Lloyd violate the conditions of his parole, or did

BATEMAN LLOYD

ABIGAIL L. LLOYD

the very proper Miss Abigail Lefferts violate her ideas of propriety? Neither horn of this dilemma is tenable.

Miss Abigail had an uncle who, it is said, had watched the growing love between these two young people. He had no Tory scruples and he had a live sympathy for the lovers. As his residence is admitted to have been within the limits of the prisoner's parole, the imagination can easily picture many accidental meetings of the young people at his home. Then one day, the preacher happened there simultaneously with the meeting of the lovers. After the marriage, which occurred January 19, 1780, it is said, Mr. Jacob Lefferts overcame his Tory scruples and gave the young people his blessing.

Mr. and Mrs. Lloyd spent the greater part of their lives in Flatbush and became the ancestors of two lines of Trustees of Erasmus Hall Academy—the Zabriskies and the Lefferts.*

Flatbush in Republican Times

In Republican times Flatbush continued to be of first importance among the villages of Kings County. It was first made County-Town in 1668; it remained the County-Town in post-revolutionary times. It contained the court-house, and when court was in session, the lawyers, their clients, and all interested in litigation flocked to the village. The most important Reformed Dutch Church of Kings County was located in Flatbush. Here was the best school in the county. The farmers were thrifty and prosperous, many of them becoming even wealthy, as wealth was considered in those days. Flatbush, however, was not, even after the Revolution, a large village, as late as 1840 the population being only 1,540. The dwellings were largely the residences of farmers, who were lineal descendants of the first Dutch settlers on Long Island, or Nassau Island, as it was called. The center of life continued to be at the Cross-Roads.

Until 1832 the court-house and jail stood on the west side of

* For the facts relating to this romance, see The Zabriskie Homestead.

Main Road, nearly opposite the southern corner of the new Erasmus Hall building. In front of the jail, in plain sight, were the stocks and whipping post. In general the county officials lived in Flatbush, but when court was in session the stages brought many strangers to the otherwise quiet village. The coaches stopped at

THIRD COURT-HOUSE, 1796

the village inn or tavern, just north of the jail, kept by Widow Schoonmaker. The old tavern sign, with its English coat-of-arms, that swung in front, was, when taken down, placed in the Academy for safe keeping, but eventually found its way into the kindling pile of some ruthless teacher. The main part of the Schoonmaker Inn, modernized, has been converted into a residence, now occupied by Dr. Ferris.

At the Cross-Roads, on the southwest corner, stood the church edifice, second in point of time to occupy this site. "It was of stone, facing the east, with a steep, four-sided roof, in the center of which was a steeple."* "The present church is the third upon the same spot; it was completed in 1796." It was customary in early post-revolutionary days, for what were called the six collegiate Dutch churches in Kings County, to have two preachers called colleagues, who in succession made a circuit of the six churches. Thus every church would have a forenoon and an afternoon service once every two weeks. The preaching was in the Dutch language until

* Vanderbilt.

1792, when the afternoon sermon was made an English one. In Flatbush the last Dutch sermon was delivered in 1824. The first students of Erasmus Hall, when they attended church, heard either the Rev. Martinus Schoonmaker or the Rev. Peter Lowe. The former, who resided in the parsonage just south of the church, always preached in Dutch. Mr. Lowe seems to have lived in the second house north of what is now called Vernon Avenue, on the east side of Main Road. The main parsonage "was a long, low building, without front windows on the second story, and with a steep, heavy roof, after the pattern of the first Dutch houses."*

Returning to the Four Corners, we find on the northwest corner of Main Road and Church Lane one of the very old landmarks, later known as the Zabriskie Homestead. "There were none who could furnish a record of the time when, or by whom, it was built. In its heavy, sloping roof, its long, narrow front stoop, and the low ceilings of its roomy first floor, it showed the

The Four Corners—Flatbush, 1787

characteristics of the houses built at an earlier period." Near the gable end of this house stood an immense linden tree, under which Washington is said to have pitched his tent, and British officers to have stationed themselves, at various periods in Revolutionary times.

* Vanderbilt.

A liberty pole stood at the northeast corner of the Cross-Roads. Near it was the Stryker Homestead, a long, low brick house. On the remaining corner stood the Neefus House. It too was of the old style Dutch architecture. "There were half-doors, with round glasses in the upper half to light the room into which the front door opened. A large linden tree stood upon the sidewalk before the door, shading the long stoop."*

South of this house, on a triangular lot of ground, stood the old village schoolhouse. It consisted of "three distinct buildings joined together, and evidently erected at different periods of time. The most eastern, which was probably the first erected in the town, was built of stone, and stood about sixty feet from the street, being one story high. The second was composed of wood, more elevated than the first, having a steep roof in front, and a long, sloping roof in the rear, reaching so near the ground as to admit of only a small window behind. The third, also a frame building, was of more modern date, the gable end of which fronted the street and stood in a line with it. . . . The whole fronted the south," the westerly front room always being used as a schoolroom. The schoolmaster lived in the building, and the east end of the house served as a kitchen.†

The schoolmaster was an important personage in the village. His duties were so varied as almost to alarm the modern teacher. After 1776, he was forced to teach English to the children, though they were to be also instructed in the ordinary branches of a Dutch education. The master was obliged to give a thorough course in catechism. "He was to keep the church clean and ring the bell. Before the sermon he was to read a chapter out of the Bible, the ten commandments, the twelve articles of faith, and take the lead in singing. The afternoon duties were of a similar nature. When the minister preached in some other village, he was required 'to read twice before the congregation from the book commonly used for that purpose, and also to read a sermon on the explanation of the catechism.'" He provided the bread and wine for the celebration of the Lord's Supper, and the water for the administration of baptism. He invited friends to the funerals; he dug the graves and removed the dirt from the church; and he assumed the responsibility of Sunday School teachers. During the sessions of the court he was employed as court messenger, though he received extra pay for this service.‡

* Vanderbilt. † Strong, p. 118. ‡ Vanderbilt, pp. 52, 53.

(FROM A WATER-COLOR OF 1826)

ERASMUS HALL IN 1826

The Zabriskie and the Neefus houses have already been mentioned. The J. C. Bergen house, probably erected for David Clarkson in 1735, stood, until 1902, on the northwest corner of Flatbush Avenue and Albemarle Road. On the vacant lot south of the end of Albemarle Road stood another old Dutch house, since owned by Dr. Vanderveer, but in the first years of Erasmus Hall, it was the reputed residence of Dr. Livingston, the first principal of the Academy. Here he was accustomed to spend his summers lecturing to his theological students. Between the Bergen house and the courthouse were probably a couple of small inns, known as the Wiggins Inn and the Van Buren Inn. South of the J. C. Bergen house lived Johannes E. Lott, and still further down the road were the homes of the Ditmas family. The Vanderveers lived on the east side of the road, south of the home of the Rev. Peter Lowe.

The property on the west side of the road, from the Dutch Church on the south to what is now East New York Avenue on the north, was once held entirely in the names of the Lefferts, Martense and Vanderbilt families."* Where the Midwood Club now stands was, in the early settlement, the home of Senator John Vanderbilt, who, with Dr. Livingston first conceived the idea of an academy in Flatbush. There he resided in an old Dutch house. Next, probably, was the home of George Martense.

In these early times there were more slaves in Flatbush than in any other part of Kings County. Nearly every family had its slaves, whose descendants remained in the family from generation to generation, until a law was passed which gave the children of slaves their freedom. It is possible even now occasionally to find a descendant of the slaves of the old time a faithful servant in the family where his ancestors lived and served as bond-servant.

Flatbush with its old church and its parsonages, with its courthouse and its jail, with its inns and its old Dutch houses, with its liberty pole and its village school, was a fitting place to become the patron of a sounder education than other communities afforded. To enable the children of the community to enjoy the best educational advantages possible, Erasmus Hall Academy was founded. For years the struggle to maintain it was severe. There was not a penny of profit in the school, but the founders were persistent and self-sacrificing; it was maintained and it flourished. Its influence on the community is beyond all calculation.

* Vanderbilt, p. 212.

Founding an Academy

"To the Reverend Dr. John H. Livingston and Senator John Vanderbilt is due the credit of founding an academy in Flatbush."

Dr. Livingston was eminently fitted for the position which he assumed in the matter of founding Erasmus Hall Academy. A descendant of the Livingstons who had settled in Eastern New York, he prepared himself fully for the occupation of a clergyman in the Reformed Dutch Church. After the ordinary schooling in New Milford, Conn., he, at the age of twelve, passed the examination and entered Yale College as a Freshman. This was in September, 1758. After four years he took his A.B. degree, and three years later was awarded the A.M. degree. His first plan was to enter the profession of law, but his health failing, after a rest his attention was called to the ministry. Having determined to enter upon this line of work, he declared that he must have the best preparation possible. So in 1766 he sailed for Holland to prepare for his life work. After four years of severe study at the University of Utrecht, he was graduated with the degree of Doctor of Divinity. Fully restored to health (through prayer, he claimed), he returned to America to begin his wonderfully active career as clergyman and educator.

There seems to have been something remarkable in the personality of Dr. Livingston, even in these formative years. His preparation for life was the best that the New World could afford; his preparation for the ministry was the best the Old World could offer. His relationship with the learned men of Utrecht was rather that of an equal and a companion than that of a student. At the close of his University career he was called to the pastorate of the New York City church. In this pastorate he had three colleagues, for there were four congregations in the city. The Dutch churches, even in America, were acknowledged to equal if not exceed those of other denominations.* Yet there was a schism which threatened to disrupt the entire church. Dr. Livingston became peacemaker, and succeeded in forming a union of the factions. During the Revolution, while the English occupied the City of New York, he preached at Albany, Poughkeepsie and other places along the Hudson. At the close of the war he reopened the old Dutch Church in Garden Street, New York, where the remnants of the four congregations gathered around

* Livingston Memoirs, p. 188.

him. Here he continued to preach two or more times every Sabbath for several years. Throughout his career, it is safe to say, he was a leading character among the clergymen of his denomination. In every movement he was consulted. He was influential in drafting the form of constitution finally adopted by his Church. He collected the Psalms and hymns for the use of his Church. He watched over her interests with a jealous care that never abated.

In educational matters Dr. Livingston was fully alive to the necessities of his Church and of the times. First he worked for the appointment of a Professor of Theology. When the position was created by the American Synod and application was made to the Faculty of the University of Utrecht for a suitable man to fill the chair, he was unanimously recommended. Nothing, however, could be done during Revolutionary times, but soon after the war closed he took up in earnest the matter of education. In 1784 he was duly elected Professor of Didactic and Polemic Theology for the Reformed Dutch Church in America. This honor simply added new duties to his former ones without lessening his work as a pastor, or increasing his remuneration for the same. It now became the Doctor's ambition to have a theological seminary, or at least to control a theological department of some college. While this matter was pending he taught theology to such students as gathered about him in his own home.

In 1786 Dr. Livingston came to Flatbush to spend his summer. His theological students followed him to that village, finding it cheaper living there than in the city. As has been said, it is probable that Dr. Livingston occupied the house owned by Dr. Vanderveer on the corner of what is now Flatbush Avenue and Albemarle Road. Here was the germ of the seminary which he had for a long time hoped to found.

With the advent of Dr. Livingston to Flatbush the subject of higher education became a live one in the otherwise almost dead village. Very soon he associated with himself Senator Vanderbilt, and together they conceived the idea of establishing in Flatbush an institution for higher learning. They succeeded in interesting many prominent families in the matter of founding an academy. No doubt Dr. Livingston held out the inducement that it would be the germ from which a theological seminary for the Reformed Dutch Church would grow. There seems to have been a feeling in the village that the children of the community were not enjoying the best educational advantages of the times. The

villagers were ready, therefore, to encourage any movement that would tend to give better educational advantages to their sons and daughters. The people were thrifty and able to support an academy. Before the close of the first summer in the village Dr. Livingston had gained the support of not only Senator Vanderbilt but of Jacob Lefferts, Joris Martense, Peter Lefferts, Johannes E. Lott, Cornelius Vanderveer, Justice John Vanderbilt, William B. Gifford, Peter Cornell, Matthew Clarkson, Aquila Giles, John J. Vanderbilt, and Garret Martense. Then began the preparation for the erection of a building.

As Flatbush was the county-seat of Kings County it was well known throughout southeastern New York. Its old families were, in 1786, representing the county in State and National legislative assemblies. There were many prominent people, not in the environs of the village, who were interested in the progress and prosperity of her people. It was, therefore, the most natural thing in the world for the projectors of the academy to invite their friends from near and far to help in the enterprise of building a school. Accordingly, "a subscription paper was circulated in the village, and handed to some friends in the City of New York. In this way the sum of 915 pounds was raised toward the object." The subscription read as follows:

"*Whereas*, This County experiences the greatest inconvenience from the want of a Public School being erected, in which the English, Latin and Greek, with other branches of learning usual in Academies, are taught, and considering the preceding regulations and proposals for erecting the same, in the town of Flatbush, highly beneficial and honorable to said County: We, the underwritten, agree to pay towards erecting the same, such sum as is annexed to our names, the one half on the first of April next, the other half on the first day of August following; and we further take the trouble to solicit from friends of Literature, in New York, their encouragement, to enable us to carry into execution this laudable attempt."*

Kings County, Flatbush, February 22, 1786.

(Signed)

John Vanderbilt.....	£100	Adriante Voorhees	£30
Peter Lefferts	60	Hendrick Suydam	25
John Vanderbilt	50	William B. Gifford	20

* Strong, pp. 123, 124.

Garret Martense	£50	Philip Nagel	£15
Peter Cornell	15	M. Clarkson	50
Joris Martense	50	Johannes Waldron	5
Aa Giles	50	George Clinton, for any place in Kings County	15
Jacob Lefferts	50	John Jay	15
Johannes E. Lott	50	Robert H. Livingston	15
Cornelius Vanderveer	50	John Sloss Hobart	5
James Duane	15	James Giles	5
Richard Varick	10	John H. Livingston	5
Brockholst Livingston	10	Comfort Sands	20
Alexander Hamilton	10	Samuel Franklin	10
William Duer	15	Francis Childs	5
Walter Rutherford	10	Richard Platt	10
Carey Ludlow	10	W. Edgar	5
Edward Livingston	10	Sampson Fleming	5
William Wilcox	10	Aaron Burr	10
D. C. Verplanck	10		
—— McCoombe	10		

SENATOR JOHN VANDERBILT was a man of great nobleness of mind, of liberal views, and of enlarged public spirit. He was among the deputies from Kings County who met in New York in convention, April 10, 1775, for the purpose of choosing delegates for the First Continental Congress.

Having formed the proper association, the people, immediately interested, seem to have proceeded at once to the purchase of a lot and to the erection of a building. The lot selected was on Main Road (Flatbush Avenue), opposite the court-house, and just south of that on which the village schoolhouse stood. This lot three acres in extent, was near the center of the village. The Church virtually donated the site. It was not, however, until December 29, 1797, that a deed in perpetuity was secured, the trustees paying $187.50 in lieu of all rents. Immediately on the securing of the lot the associates made preparation for the erection of a building. The material was furnished largely from the farms about. Those who had wood suitable for frame-work furnished the logs, and those who had timber suitable for making the laths, shingles and boards, furnished that timber. Every one lent a willing hand. The beams were hand-hewed; the laths and shingles hand-made. Before the year was over the people of Flatbush saw a school building pretty well under way, and before the close of 1787 the building was ready for use as an academy. This structure was for the time, a large one, being one hundred feet by thirty-six feet, and containing four large halls, thirty-five

feet by twenty-two and a half feet, and twelve smaller rooms. There could not be found in the country a more imposing building dedicated to the purpose of education. The Academy was named in honor of Desiderius Erasmus, the Dutch scholar who brought the New Learning to England in the time of Henry VIII.

"The first public exhibition of Erasmus Hall was held September 27, 1787, 'and the scene,' says Stiles, 'was graced by the presence of the Governor of the State, several members of the Assembly, and a large concourse of prominent gentlemen of the vicinity.'"*

Before carrying the work to completion, however, the founders of Erasmus Hall Academy determined to make the institution as prominent as possible among the schools of the State, and as soon as things were in a condition to warrant it they made overtures to the Regents of the University of the State of New York for a charter. Their application is dated May 18, 1787, and their request is, "That the Academy erected by them might be incorporated by their Honorable Body, and become subject to their visitation."†

JOHANNES E. LOTT was one of the six delegates from Kings County to the Provincial Congress in New York City in 1776. He was a member of the Assembly from his county in 1784. He was first surrogate of the county under the State Constitution and one of the Judges of the Court of Common Pleas, becoming finally First Judge of that court.

The matter came before the Regents on the 17th of November, 1787.

"The board resolved itself into a committee of the whole upon the applications of Jacob Lefferts and others and of Samuel Buell and others. After some time spent thereon, Dr. Rodgers reported that the committee had considered those reports of the sub-committees and were of opinion that they should be confirmed.

"Whereupon it was ordered that the said reports be confirmed, and it was further ordered that the Secretary prepare the draft of an instrument for incorporating the said John Van Der Bilt and eighteen other persons for that purpose nominated and that he submit such draft to the Attorney-General of the State for his opinion thereon. The Secretary, in conformity to the above order, laid before the board the draft of an instrument approved by the Attorney-General for the purpose of incorporating the said John Van Der Bilt and others by the name of 'The Trustees of Erasmus Hall in Kings County,' which was ordered and agreed to.

* Ostrander: History of the City of Brooklyn and Kings County, Vol. II., p. 35.
† Jeremiah Lott, Trustee Minutes, December 27, 1809.

"Ordered, that the same be engrossed and the Chancellor affix the seal of the University thereto when preferred."*

Erasmus Hall was the first school of secondary rank to receive a charter from the Regents, though tradition has given priority of birth to Clinton Academy, East Hampton.† The records at Albany, however, cannot be disputed. Though Clinton Academy was chartered on the same day, Erasmus Hall was the first to receive attention from that honorable body. The institution at East Hampton has long since ceased to exist; the old Flatbush school thus doubly stands without a rival as the oldest Regents' academy in the State.‡ The original charter, in a good state of preservation, is still in existence and is in the custody of Mr. John Z. Lott, the present Secretary of the Board of Trustees. It reads as follows:

> THE REGENTS OF THE UNIVERSITY of the State of New York to all whom these presents shall or may come, GREETING. WHEREAS, Jacob Lefferts, Joris Martense, Peter Lefferts, Johannes E. Lott, Cornelius Van Der Veer, John Van Der Bilt, William B. Gifford, Peter Cornell, Matthew Clarkson, Aquila Giles, John Van Der Bilt and Gatie Martense, by an instrument in writing under their hands and seals, bearing date the eighteenth day of May, in the year of our Lord one thousand seven hundred and eighty-seven, after stating among other things that they are Founders and Benefactors of a certain Academy, at Flatbush, in Kings County, in the State aforesaid, who have contributed more than one-half in value of the real and personal property and estate collected or appropriated for the use and benefit of the said Academy, DID make application to us, the said Regents, that the said Academy might be Incorporated and become subject to the visitation of us and our successors and that we would signify our approbation that John Van Der Bilt, Walter Minto, Peter Lefferts, Johannes E. Lott, Aquila Giles, Cornelius Van Der Veer, George Martense, Jacob Lefferts, William Bernard Gifford, Hendrick Suydam, John J. Van Der Bilt, Martinus Schoonmaker, Philip Nagle, Peter Cornell, John H. Livingston, James Wilson, Samuel Provost, John Mason, and Comfort Sands, the Trustees named in the said application and their successors might be a Body Corporate and Politic by the name and style of the ERASMUS HALL in Kings County.
>
> NOW KNOW YE that we, the said Regents, having enquired into the allegations contained in the Instrument in writing aforesaid and found the same to be true and conceiving the said Academy, calculated for the promotion of literature, DO by these presents, pursuant to the Statute in such case made and provided, signify our approbation of the Incor-

* Extract from Regents' Minutes, November 17, 1787. For this and several other similar extracts we are indebted to Mr. J. R. Parsons, Secretary of the University, 1901.

† See "A Memorial of the Rev. William Henry Campbell," printed by Rutgers College. See also Vanderbilt's Social History of Flatbush, p. 199. See also Dr. Strong's History of Flatbush.

‡ Regents Minutes.

poration of the said John Van Der Bilt, Walter Minto, Peter Lefferts, Johannes E. Lott, Aquila Giles, Cornelius Van Der Veer, George Martense, Jacob Lefferts, William Barnard Gifford, Hendrick Suydam, John J. Van Der Bilt, Martinus Schoonmaker, Philip Nagle, Peter Cornell, John H. Livingston, James Wilson, Samuel Provost, John Mason, and Comfort Sands, the Trustees of the said Academy, so as aforesaid named by the Founders thereof by the name of the Trustees of ERASMUS HALL in Kings County, being the name mentioned in and by the said request in writing.

IN WITNESS whereof we have caused our Common Seal to be hereunto affixed the twentieth day of November, in the twelfth year of American Independence.

WITNESS, George Clinton, Esquire, Chancellor of the University.

GEO. CLINTON.

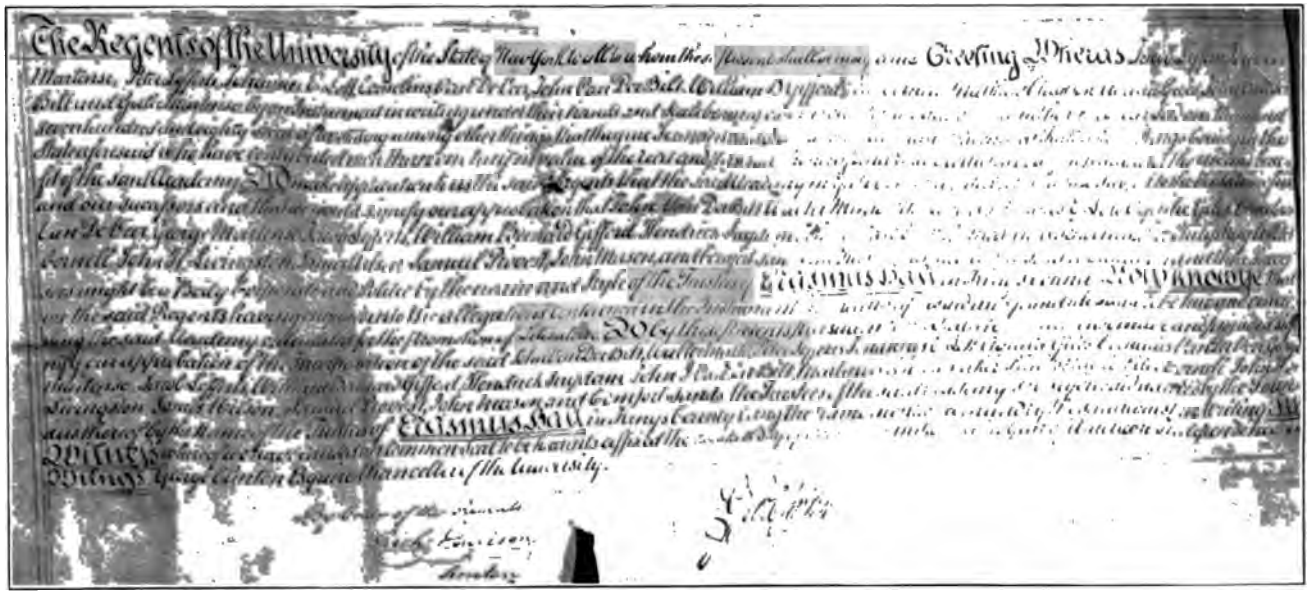
By order of the Regents,

RICH. HARISON, Secretary.

Of the charter members of this Board of Trustees the last four named did not accept the trust. Their seats were declared vacant in conformity to a by-law of the Board, made April 26, 1790. It is interesting to note the personnel of this body of sturdy champions of sound education. They were all good men and strong, and the influence of some of them extended far beyond the circle of the "Four Corners" in a quiet Dutch village.

SEAL ADOPTED 1787

The first meeting of the Board of Trustees, after the charter was granted, was held in the Hall, December 17, 1787. Senator John Van Der Bilt was chosen President; Aquila Giles, Secretary or Clerk, and Peter Lefferts, Treasurer. At this meeting the President-elect offered the Board a seal for use in business transactions. The device represented "Pomona watering a vine and the sun rising thereon,


The Regents of the University of the State of New York to All to whom these Presents shall come Greeting Whereas
Erasmus Hall
Erasmus Hall
Erasmus Hall
Erasmus Hall
Witness
Duncan Clinton Esquire Chancellor of the University.

THE CHARTER OF ERASMUS HALL

with the motto, *Custode Deo Crescet.*"* The seal was accepted, and is still the seal of the School.

The Academy was built; it was incorporated by the Regents; and a strong Board of Trustees was created; yet the men who were entrusted with the task of making an academy had no model after which to shape one. They were pioneers in the field of academic instruction in America. Erasmus Hall is, therefore, a growth and may be taken to illustrate steps in the progress of secondary education under the Regents of the State of New York.

Administration of the Rev. John H. Livingston, D. D., 1787-1792

From the first conception of the idea of an academy in Flatbush, Dr. Livingston was the real strength of this educational movement. In addition to his duties as pastor of a New York City church, and as Professor of Sacred Theology for America, he, at the request of the Board of Trustees, assumed the duties of Principal of the new academy. The Trustees did not see their way clear to allow him a salary, but they generously notified him that they proposed, when the funds of the institution would warrant it, to pay him a salary which would "not be below their dignity to offer, or his to accept."† Dr. Livingston, however, never acted as a teacher at the Hall. His influence was felt in the selection of the teachers, subject to the approval of the Board, and in his close supervision of the work.

At first the work of the Academy must have been very simple, but this was at a time when the college course was extremely elementary. Edward Everett Hale is reported as saying that when he prepared for college he was expected to know his Greek alphabet and to be able to read his Virgil. In 1788 the Trustees fixed the standard of Erasmus Hall as follows: "As this institution is designed to be superior to a common school, the Board resolved that no scholars be admitted into the Hall but such as have begun to write."‡

Early in 1788, the first year of the Academy, the school was visited by Regents Egbert Brush and Peter Sylvester, who made the following very flattering report:

* Minutes of the Trustees, December 17, 1787. † Minutes of Board, April 3 and November 9, 1788; January 23 and February 13, 1789. ‡ Minutes.

"The academies which have been incorporated by us are: Erasmus Hall, at Flatbush, in Kings County, and Clinton Academy, at East Hampton, in the County of Suffolk; the first (Erasmus Hall) consisted, at the late visitation, of 26 students under the tuition of Mr. Brandt Schuyler Luptin. The Revd. John H. Livingston, Doctor of Divinity, had been appointed Principal of the Academy, and in conjunction with the trustees had signified a determination that the classical and English departments shall be regularly attended to by proper teachers; the first of these departments is to comprise the Latin and Greek languages, with geography and the outlines of ancient and modern history; the latter to comprehend the English language, reading, writing, arithmetic and bookkeeping. It is intended that the French language shall also be taught to those who request it, and elocution attended to in both departments. This institution is at present in its infancy and unprovided with funds, but the scholars have given encouraging proofs of diligence and proficiency."*

The Trustees, careful and painstaking in their management and supervision of the young school, early deemed it wise to have a fixed code of laws regulating the conduct of pupils and teachers. Therefore, to satisfy patrons, on the first of November, 1788, the Board adopted the following rules for the government of Erasmus Hall.

CHAPTER I.

1. Erasmus Hall being incorporated agreeable to the Act of Legislature of the State of New York, the government of the institution is immediately vested in the Trustees, who are distinguished by the same name and title of the Trustees of Erasmus Hall, in Kings County.

2. The particular care and direction of the Academy is placed in the principal, who, by an instrument executed for that purpose by the Trustees, is authorized to procure teachers and superintend the general concerns of the institution.

3. The discipline is committed to the Principal and teachers, who are to enforce the laws and be exemplary and diligent in procuring the peace and good order of the Academy.

CHAPTER II.

OF THE TEACHERS.

1. The number of teachers in the Hall will depend upon the number of students, but there shall be constantly two departments at least supplied with competent and able teachers.

2. The first department is the Classical, in which the Latin and Greek languages shall be taught, and to which Geography shall be annexed.

3. The second department is the English, in which Reading, English, the English Grammar, Writing, Arithmetic and Bookkeeping are comprehended.

* Report to Board of Regents, February 26, 1788.

4. The teachers in both departments shall mutually assist each other as far as their diligent attention to their own respective branches will permit, and shall always unite in promoting the reputation and prosperity of the Hall to the utmost of their ability.

5. The teacher in the Classical Department is the first in rank, and shall have a right to inspect the progress of all the students in their respective branches as often as he shall judge necessary, unless the Principal shall otherwise direct.

CHAPTER III.

OF THE STUDENTS.

1. Every student who is admitted in Erasmus Hall shall be regularly matriculated in a book kept for that purpose.

2. No person shall be received as a student who is of evil fame or has been obliged to leave any other seminary for bad conduct, unless he produces sufficient testimony of his reformation.

3. Every student shall be subject to the laws, rules and ordinances of the Hall, and his parents or guardians shall punctually pay such sums for entrance and education as the Trustees shall stipulate.

CHAPTER IV.

OF REWARDS AND PUNISHMENTS.

1. As it is the object of this institution to educate youth on a liberal plan and frame their manners upon the principles of virtue and politeness, no vulgar expression or boisterous and indecent threatenings shall ever be used by the teachers, but such arguments and incentives to diligence and duty be urged as shall habituate the students to language and conduct worthy of gentlemen.

2. The obedience and industry of the students shall be rewarded at the public examinations by some literary premium, at the discretion of the Principal and Trustees, or by a public address calculated to excite and encourage them to a generous perseverance in well doing.

3. The punishments to be inflicted in the Hall shall not tend to create a slavish fear, or by any species of cruelty or meanness debase the students, but they shall be such as will operate on their sentiments of honor and generosity, of duty and of piety.

4. If private and public admonitions shall prove unavailing, the teachers shall report the case to the Principal, who, together with the Trustees, shall decide the matter.

CHAPTER V.

OF EXAMINATIONS.

1. There shall be four quarterly examinations every year in Erasmus Hall, in the presence of the Trustees and Principal and such patrons of learning as choose to attend, when the progress of all the students shall be strictly inquired into.

2. In the examinations public orations shall be delivered by the students.

3. Private examinations shall be frequently held by the teachers at their own discretion.

CHAPTER VI.

OF VACATIONS.

1. There shall be only two stated vacations in a year, each three weeks; one to commence in the beginning of April, and the other in the beginning of October.

2. The day following the quarterly examinations shall always be a day of rest to the students, on which the ordinary exercises of the Hall shall be suspended.

3. On New Year's Day, Easter, Whitsuntide and Christmas, the ordinary duties may also be remitted, at the discretion of the teachers.

4. It shall also be in the power of the teachers to reward any singular diligence and hard study by giving a deserving student or class the half or the whole of a day for recreation, provided such rewards be not too frequent, and that the students do not leave the village on such days.

CHAPTER VII.

OF THE CONDUCT AND BEHAVIOR OF THE STUDENTS.

1. The students shall honor the teachers and always testify a proper respect, subordination and obedience to them.

2. Every student as well as the teachers shall be punctual in attending public prayers, both morning and evening, in the Hall.

3. Every student shall be friendly, kind and affable to all his fellow students. There shall be no nicknames, no harsh words or angry threatenings used, nor shall anyone presume to strike another, and the teachers shall make strict inquiry to discover the cause of every quarrel and distinguish the student who gave the provocation by superior and exemplary punishment.

4. The students shall be polite in their conversation and intercourse with strangers, and shall most carefully avoid all low, vulgar, obscene words, as well as all indecency of conduct.

5. The students shall always appear clean and neat in their person and dress. They shall take off their hats when they enter, and continue with their heads uncovered while they remain in the Hall, nor shall any of them run or make any noise on any pretence whatever in the Hall.

6. No students shall either in jest or anger throw anything at any person, or offer any violence whereby others may be hurt or injured.

7. No student shall trespass upon the property of any person, or walk on any enclosure, or take any fruit, without first obtaining permission of the owner.

8. There shall be no profane swearing in Erasmus Hall. Every student who shall be guilty of cursing another or taking the holy name of God in vain or using any profane language shall be immediately called to account and punished, agreeably to the order and process hereafter specified without any discretionary pardon.

9. No student shall be permitted to practice any species of gaming, nor

Old Mantel in the Office

to drink any spirituous liquors, nor to go into any tavern in Flat Bush under any pretense whatever without first obtaining the consent of one of the teachers.

10. The students shall not break the Sabbath by any plays or diversions, but every one shall attend prayers on that day in the Hall with the teachers, unless there is English preaching in Flat Bush, when at least one of the teachers and all the students, excepting such as are excused at the particular request of their parents or guardians, shall walk together from the Hall to the church and stay decently in such places together as shall be assigned for that purpose.

11. No student shall be permitted to fire a gun within the bounds of Flat Bush, nor shall any one possess powder or divert himself with pistols or any fireworks whatever.

12. Students shall not go beyond the limits of the township of Flat Bush without first obtaining the permission of one of the teachers.

13. No student shall be absent from the Hall on the stated hours for study without the consent of the teacher of the class to which he belongs.

14. All the students shall be at their lodgings early every evening, and shall by an affectionate, polite and faithful behavior endeavor to recommend themselves to the respective families where they board, and give no cause of complaint or dissatisfaction.

15. The students who shall not in every respect obey the aforesaid laws shall for the first offense be faithfully admonished in private by the teacher of their class; for the second offence they shall be admonished before their class; for the third they shall be publicly admonished before the whole Hall, and in case of a fourth offense, their crime shall be reported to the Trustees that they may expel such offenders.

16. As a farther inducement to obedience and good order, the Principal and teachers shall keep a book in which they shall enter the name of every student who is publicly admonished in the Hall, together with his crime, which book shall be laid before the Trustees whenever they shall call for the same.

The chapters and paragraphs foregoing are to be considered as containing the laws, ordinances and statutes of Erasmus Hall; and that none may plead ignorance of the laws, the seventh chapter, which respects the behavior of the students, shall be fairly copied and hung up in the Hall for the inspection and instruction of all concerned.*

In reviewing the history of Erasmus Hall we are brought back to the days of the militia and of general training. The projectors of the Academy, in their anxiety to guard the interests of the institution, earnestly petitioned the Legislature to exempt the pupils at the Hall from service in the militia. The reason assigned was that such service would be unjust to students from the Southern States and from the West Indies.†

In early years the entrance fee to the Hall was one half guinea, and the tuition was three pounds ten shillings for English instruc-

* Minutes, November 1, 1788. † Minutes, November 1, 1788.

tion. For instruction in all other departments the entrance fee was one guinea, and the tuition was six pounds. There seems to have been some discrimination in favor of Flatbush pupils. On being requested by the Regents to make no discrimination, the Trustees replied that "Owing to the opposition of the inhabitants of Flatbush" they feared that the Church would employ a good teacher in the Public School, and charge only four pounds a year for tuition.* It seems from many indications that there was a little feeling, on the part of those who were not financially interested in the Academy, against the institution. Some of the residents of Flatbush who could easily afford to send their children to school refused to do so. As it will appear later, there were those who were interested in the Commons, who refused to sign away their rights in the interest of the Hall. The story is told of an old resident who, when driving along the road with a load of grain, fell from his wagon, and on rising from the ground, cursed Erasmus Hall for the accident. This feeling, however, was overcome at a later time.

Book Plate, Adopted 1797

One of the first movements on the part of the Trustees was in the direction of securing a library. As early as 1788, one dollar was exacted from every pupil studying the languages for the purpose of purchasing books. The complaints of parents, however, caused this practice to be discontinued.† So the Trustees became dependent upon the Regents for library and equipment. On May 2, 1791, the Regents presented the Academy with 115 books and the following pieces of apparatus: one thermometer, one barometer, one very small magnet, an electrical apparatus, one theodolite and chair, one Hadley's quadrant, a

* Minutes, 1791. † Minutes, April 3, 1788.

small telescope, two prisms, and a case of drawing instruments. John Tod, the chief teacher, was appointed custodian of apparatus and books. Among the books furnished at this time were Johnson's Dictionary, Goldsmith's Roman History and his Animated Nature, the Spectator, the Rambler, the Guardian, Paradise Lost, and others of similar character, some of which are still in the school library. It will be noticed that this selection was made when Goldsmith, as a historian and scientist, was an authority, and his books were very popular. The school would be considered progressive to have such books in its library.

Outside of Flatbush the school seems to have become popular at once, though there is no record pertaining to the methods of advertising employed. Students came not only from the neighboring villages and cities and States, but from long distances. In a list of the students for 1787 we find two from the West Indies, one from New Orleans, and one from France. In a list for 1788, Pennsylvania and North Carolina are represented, while there is a student from each: The Island of Jamaica, Island of St. Thomas, Island of Granada, Island of Tortolo. In 1789 South Carolina, Georgia and Maryland are represented, while among foreign countries, St. Croix, France, and Portugal are sending students. So well was the institution known that in an old leather-bound book published in Boston in 1791, a traveler from New England makes this statement: "In this State [New York] there are several academies. One of them, Erasmus Hall, is in the delightful and flourishing village of Flatbush."*

Again, in 1790, Erasmus Hall was subject to visitation by the Regents, and the condition of the Academy may be learned from the report recorded in the Minutes of that body under the date of February 15th: "Doctor (William) Linn and General (Mathew) Clarkson reported that they had, according to the directions of the Board, visited Erasmus Hall in October last (at which time there were 72 scholars) and were highly pleased with the growing state of the seminary, the diligence of the teachers and the proficiency of the scholars."

Originally the number of Trustees of Erasmus Hall was nineteen. This self-perpetuating Board assumed the responsibility of increasing the number of members. Candidates were elected by vote, on nomination, at any meeting, a majority vote electing to

* Vanderbilt, p. 201.

membership. In the period between 1787 and 1789, six new names were added to the list of Trustees. Early in the existence of the Board the Trustees adopted the following rules of conduct, indicating that they had their own troubles while attempting to legislate for the interests of the Academy: "(1) Only one member shall speak at a time; (2) All motions and addresses shall be made to the Chair, and standing; (3) No notice shall be taken of any motion that is not seconded; (4) If two members shall rise to speak, the President shall decide which is entitled to speak first."*

On the 26th day of April, 1790, the Board of Trustees adopted an important resolution governing the membership of that body. Some members had never attended the meetings of the Board, others were indifferent about attending. On the above date it was resolved that if any member should absent himself from the meetings for one year, without sufficient excuse, his seat should be considered vacant. This is called the "By-Law of Limitation."* This method of compelling attendance upon its meetings did not seem to have the desired effect, so on the 17th day of October, 1791, a fine of two shillings was voted on members for absences from the meetings of the Board. There is no record of this regulation having been enforced, though the former one continued in force as long as the institution remained a private academy.*

WILLIAM ALEXANDER DUER was once a student, according to Mrs. Strong, in Erasmus Hall. He was born in Rhinebeck, N. Y., Sept. 8, 1780, and died in New York on the 30th of May, 1858. By profession, he was a lawyer. He became distinguished as a writer for some of the periodicals of the time. He was a supporter of Aaron Burr. As a member of the State Assembly, he served upon the Committee of Colleges and Academies. He was the originator of the bill establishing an income for the common schools. He became Judge of the Supreme Court, and in 1820, he was elected President of Columbia College, where he remained until 1842.—*Cyclopedia of American Biography.*

Of student life in these days very little can be learned. Quite a number who came from a distance boarded in the school; yet as the number increased and the rooms became full, some of the students found living places in the homes of the farmers. Though their circumstances did not compel them to take boarders, the inhabitants of Flatbush entered into an agreement to take pupils into their families and to give them homes. They furnished bed,

board and washing for twenty pounds per annum.* The boys undoubtedly, like other boys, were fond of a good time. One of the Trustees made at one time complaints against a boy for stealing apples. In a journal kept by J. Baxter, who lived in Flatlands, under the date of October 13, 1792, occurs the following laconic note: "Went to the meeting to the church about the Academy boys, who had played the d——l."

The money obtained by voluntary contributions was first applied to the debt incurred by the projectors, but it proved insufficient to defray the expenditures. The buildings and grounds had cost $6,250. After all subscriptions had been collected, there still remained a debt of $2,500. The founders and benefactors of the institution then turned their attention to another source of income. A considerable tract of land belonging to the inhabitants of Flatbush and held by them in common, was directed to be sold. "The founders of the Academy held proportionate rights in the Common, and agreed that their respective proportions should be applied towards paying the debt which they had contracted, and the money obtained in this way was accordingly applied."† The tract of land thus sold lay east of the village, and was known as "Twiller's" and "Corlear's" Flats. After paying those inhabitants of the town who would not relinquish their rights to these commons in favor of the Academy, the projectors were able to reduce the incumbrance by about $1,500. By the 12th of September, 1789, the debt had been reduced to $1,064.94. It is interesting to note that in their report to the Regents in 1791, the Trustees were able to state that those who had been unfriendly had been so far won over as to contribute over one hundred pounds toward the debt of the school.

JOHN MACPHERSON BERRIEN, once a student at Erasmus Hall, was born in New Jersey, August 21, 1781. He died in Savannah, Ga., January 1, 1856. In 1796, after graduating from Princeton, he was admitted to the bar of Georgia and rose to the position of District Judge. He served a term in the Georgia Senate and four terms in the United States Senate. From 1829 to 1831, he was Attorney-General of the United States. In 1844, he was a delegate from Georgia in the Convention of Baltimore that nominated Henry Clay for presidency. He was one of the Board of Regents of the Smithsonian Institution.—*Cyclopedia of American Biography.*

In the selection of teachers, the wisdom of Dr. Livingston and of the Board of Trustees may be judged from a few facts gathered largely from the Minutes of the Board. The Principal

* Minutes, February 23, 1791. † Lott, Minutes, December 27, 1809.

himself represented the highest education of the times, being a graduate from one of the greatest of American universities, and also from a very distinguished European university. Among the teachers selected was James Tod, who was distinguished at that time as a teacher of Latin and Greek. Edward Shepherd, who was appointed two years after the opening of the school, was paid a salary of one hundred pounds, fully equivalent to $1,500 at the present time. Albert O'Bleniss, a graduate of Queens (Rutgers) College, was appointed to a position as first teacher in 1791, at a salary of ninety pounds. In 1792 a French teacher was appointed, indicating that the management of the Academy was fully alive to the demands of the times. But the action, as far as teachers were concerned, which showed the greatest wisdom on the part of the Trustees and the greatest confidence in the future of the institution, was the appointment of Dr. Peter Wilson as chief teacher.

A Window in the Old Attic

This appointment was extremely formal and business-like. First, the Board "Resolved unanimously that Peter Wilson, Esq., Professor of Languages in Columbia College, be called as chief teacher in this Hall, and that the following instrument of writing have the seal of the corporation affixed thereto:"

Instrument.

"The Trustees of Erasmus Hall in Kings County, being well acquainted with the character and abilities of Peter Wilson, Esq., Professor of Languages in Columbia College, and having resolved to call Peter Wilson, Esq., to be chief teacher in said Hall, these persons witness that they have called and hereby do call said Peter Wilson, Esq., to be the chief teacher in said Hall; and to take upon himself the direction and management of the tuition of the youth, agreeable to the constitution of the said Hall; and in all things to fulfil the duties of a chief teacher; and upon his faithfully fulfilling the

said duties, the Trustees of said Hall do hereby promise and engage and bind themselves and their successors to pay the said Peter Wilson, Esq., yearly and every year in half-yearly payments as long as he shall remain a teacher in said Hall, the full and just sum of 400 pounds current money of New York; and further, the said Trustees do also engage to bring to the Hall from the landing place all the fire wood that shall be wanted and consumed in the said Hall yearly and every year; and lastly, the said Trustees do also promise to put the said Peter Wilson, Esq., in full possession of the house and garden as heretofore have been possessed by the late teacher, and permit him to remain in the quiet possession thereof as long as he shall continue the chief teacher as aforesaid.

"In witness whereof the Trustees aforesaid have hereunto affixed the seal of the said corporation this twenty-sixth day of March, in the year of our Lord one thousand seventeen hundred and ninety-two, by order of the Board. *

"AA. GILES, Clerk.

"JOHN VANDERBILT, President."

Dr. Wilson accepted this call, as well he might, for the salary offered him was an extremely large one for those days. His appearance at the Academy greatly relieved the Principal from the onerous duties as such.

For five years Dr. Livingston acted as Principal of the Academy. In November, 1792, realizing, probably, that his theological seminary would not be located at Flatbush, he determined to withdraw from active participation in the management of the Hall. His attitude toward the Academy may be understood from his letter of resignation.

JOHN WARD HUNTER was born in Brooklyn, N. Y. October 15, 1807. He was educated in the common schools of Brooklyn and attended the Academy at Flatbush. He was elected to Congress to fill out an unexpired term. He was Mayor of Brooklyn from 1875 to 1876.—*Cyclopedia of American Biography.*

NEW YORK, November 28, 1792.

DEAR SIRS: It is necessary for me to inform you that my attachment to the interests of Erasmus Hall has from the first projection of the institution to the present moment always engaged me to do everything in my power to advance its usefulness and growing reputation. It was for that reason I consented to accept the proposals which were first made to me by the Trustees; and afterwards, when an alteration was conceived to be proper in the general arrangement, I as cheerfully acquiesced. It was to fulfil the requirement of the law which made the office necessary that I determined to continue as Principal, and I am conscious of having been always ready to afford every

* Minutes, March 24, 1792.

assistance which my friendship and attention could bestow. I am now happy in seeing the prosperity of an academy whose welfare lies so near my heart; and as the great end for which I consented to be your Principal appears to be fully obtained, I conceive it to be proper to communicate to the Board of Trustees by this letter that I wish to resign to them the office, and at the same time congratulate them upon the success with which it has pleased God in His good providence to crown our mutual endeavors. My personal friendship for Mr. Wilson, but chiefly my full confidence in his abilities and integrity which will ever prompt him to exert himself in promoting the best interests of the Academy, incline me more particularly to make this resignation in order that the office may be conferred upon him; as he is the chief teacher, I wish him to be also the Principal. I am so fully determined in favorable sentiments respecting him that I conceive any interference of a Principal is altogether unnecessary, and what on my part will never be done. I shall continue as much as ever to wish well to the Hall, and will in common with the other Trustees endeavor to promote its success. The Board will please to accept of my resignation with my sincere acknowledgments for their friendship and confidence, and indulge me in my request that Mr. Wilson may be appointed the Principal in my room. I have not spoken to him upon the subject, but as I judge it proper that not only the real but also the nominal care of the superintendence of the institution should rest wholly and alone in him, I hope he will not refuse the appointment. With sentiments of friendship and high respect for yourself and the whole Board of Trustees, I ever am, dear sir, your affectionate humble servant.

J. H. Livingston.

The Honorable John Vanderbilt, Esq.,
President of the Board of Trustees, Erasmus Hall.

This communication elicited the following answer from the Trustees:

Erasmus Hall, December 8, 1792.

Reverend Sir: Your friendly letter was handed to us by the President of the Board on Wednesday evening last. The warm attachments you so politely express to the interests of Erasmus Hall claim our grateful acknowledgment. We are fully persuaded of your benevolent heart. We cannot forget the great exertions you have made for this seminary when yet in its infant state. You was advisedly chosen its Principal, and in that character you have distinguished yourself by your unshaken fidelity, your candor and disinterestedness. The patronizing care you have ever observed to this hopeful institution has been crowned with success, and we rejoice with you that its usefulness is so extensive and its reputation growing. At this juncture of our prosperous circumstances you are pleased to communicate to the Board your wish to resign your office as Principal. To this you are inclined (adopting your own sentiments) not from any reluctance to espouse its interests, but as the great end for which you consented to act under that character is now fully obtained, and thereby any further interference on your part superseded. It is not our wish, Reverend Sir, to call in question the

propriety of those motives by which you are influenced in this determination. We can only say that your resignation is received with that sincere regret which the long experience of your worth and usefulness naturally inspires, and which can only be allayed by the full confidence we place in the worthy gentleman you wish to succeed you in that office. While your useful life is prolonged, we shall ever esteem it our happiness to discharge the important trust committed to us in fellow membership with you. We are proud of the connection and doubt not while Erasmus Hall is in being the tribute of gratitude will be sacred to your memory. We request no more but a continuance of your favor and patronage and take leave to add with the sincerest acknowledgments of the obligations you have put upon us, our mutual prayer for your personal and family prosperity. Long may you live, Reverend Sir, an honor to the high office you sustain, a patron of the cause of literature and an ornament of that society of which you are so valuable a member. We remain with the most affectionate regard, Reverend and dear Sir, your most obliged devoted friends and servants,

By order of the Board. AA. GILES, Presiding Trustee.

It will be remembered that Dr. Livingston was the first, and at that time, the only theological professor for the Reformed Dutch Church in America. He had no salary. In 1791 the Synod took steps for the raising of a fund to endow this professorship, and Dr. Peter Wilson was made custodian of that fund.* There was thus a strong foundation for the friendship between these two men. After retiring from the principalship of the Hall, Dr. Livingston still favored Flatbush as a site for the theological seminary of his Church. In 1794, the Synod demanded the time of its professor, and adopted the report of a committee that was of the opinion "That the town of Flatbush, upon Long Island, is a proper place where a divinity hall may be opened; and therefore recommend the same to the Synod for that purpose. A flourishing academy is there established, which will afford an opportunity for the students in theology to revise their other studies, and advance in collateral branches of education."†

JOHN BLAIR LINN was born in Shippensburg, Penn., March 14, 1777. He died in Philadelphia, August 30, 1804. He was educated at Erasmus Hall Academy and at Columbia College. After graduating, he read law with Alexander Hamilton, though he finally turned his attention to the ministry. When he died he was pastor of the First Presbyterian Church, of Philadelphia. He was an author of some celebrity and shared his labors with his brother-in-law, Charles Brockden Brown. — *Cyclopedia of American Biography.*

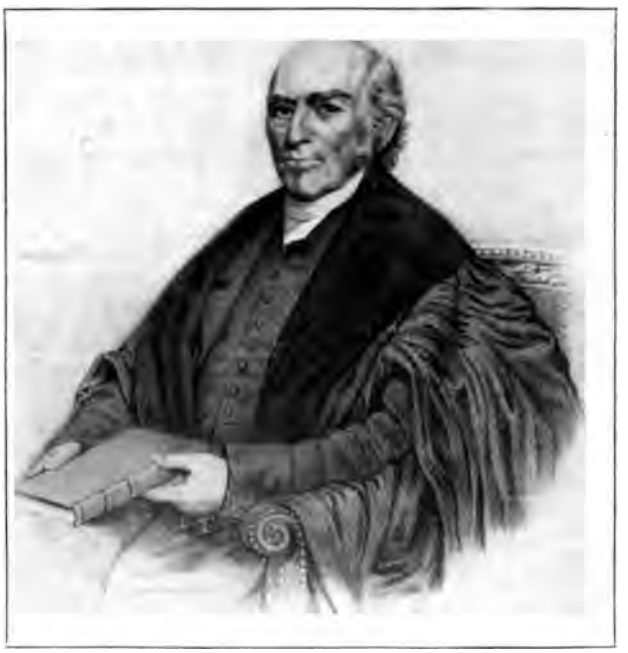
The hopes of Dr. Livingston and his friends, however, were

* Manual of the Reformed Dutch Church in America, Fourth Edition, p. 165.
† Quoted in Memoirs of Dr. Livingston, p. 216.

never realized. The theological seminary was finally located at New Brunswick, as a department of Rutgers. Dr. Livingston went thither as Professor of Theology. Then he became President of the college, ending thus a very active career as a religious instructor.

The Administration of Dr. Peter Wilson, 1792-1805

In accordance with the suggestion of Dr. Livingston, the Trustees elected Dr. Wilson to the position of Principal of Erasmus Hall Academy.



Dr. Peter Wilson

Dr. Wilson was a man of considerable note in political and educational circles at that time. He was born in Ordiquhill, Bauff, Scotland, November 23, 1746. He died in New Barbadoes, N. J., August 1, 1825. He was educated at the University of Aberdeen, where he paid particular attention to classical studies. Removing to New York City in 1763 he found employment as a teacher. Later he was called to the principalship of the Hacken-

sack (N. J.) Academy, where, over the front windows of his residence his own name and that of his wife, cut in the stone, were to be seen until a very recent time. In 1775 he threw himself with great zeal into the political movements that preceded the Revolution, and from 1777 until 1783 he served in the New Jersey Legislature. It is said that on one occasion, not having the means or the opportunity to reach his home in any other way, he left the Legislative halls and walked to Hackensack in one night. At the close of the war in 1783 he was appointed to revise and codify the laws of the State, and the volume bearing his name may be found among the law books of any comprehensive law library of the present time. In 1789 he was elected Professor of Greek and Latin in Columbia College, and he held this office until 1792, when he resigned to become a teacher in Erasmus Hall Academy.

In 1797, after giving up his work as active teacher at the Hall, he was recalled to Columbia as Professor of Greek and Latin, and of Grecian and Roman Antiquities, which chair he filled until 1820. On the 16th of July, 1800, Dr. Johnson, of Columbia, presented his resignation as president. The vacancy in the presidency continued a year, during which time Professor Wilson, in connection with another professor, discharged the duties of the office. In 1817 the trustees discovered that Dr. Wilson was feeling the effects of advancing years, and that he was desirous of devoting his time to the higher classes in the college. There was established for his benefit an adjunct professorship of Latin and Greek, and he was appointed to the professorship.*

In scholarship he was a fit successor to the learned theologian and founder of the school. As an educator he was, no doubt, the more celebrated of the two; but as an organizer and administrator he did not seem to have the ability and the power of his predecessor.

The school, however, still had sufficient celebrity to call it to the attention of people from abroad. Through the courtesy of the late Dr. Homer L. Bartlett an interesting notice of Erasmus Hall has been secured. It is from a book entitled, "An Excursion to the United States of North America in the Summer of (1794) '94," by Henry Wansey, F.A.S. "We soon got to Flatbush, where I observed a College or Academy; thither, as soon as the coachee stopped, I directed my steps. I was civilly received, and shown

* Cyclopedia of American Biography and notes furnished by Mr. G. O. Ward, Chief Clerk of Columbia University, 1905.

up into the library, where I saw a very good pair of globes of Adams's, a reflecting telescope of Dolland's, and an electrical apparatus. A small, but well chosen library; but seeing very few Greek or Latin books, I asked the reason of it; the master informed me that though they had near a hundred pupils, from different States of the Union, and some as far off as Georgia, that very few of them learned the classics; which (from the idea that it employed too much of the boy's time) was getting very much out of fashion. There were, he said, now such good translations into English, of almost all the fine classic authors that the knowledge of them could be obtained very completely without a young man's hammering so long a time at hic, haec, hoc, tupho, tupso, tetupha. I smiled at his observation, which encouraged him to say that the habits and manners of Americans were so different from those of Europe that they did not want to breed up men of deep speculation and abstract knowledge; for a man amongst them was no more valuable than as he was useful in improving the state of the country. I thought there was good sense in his observations. The endowment, he said, allows only six pounds for each boy, but it generally made an expense of thirty pounds a head; the rest is defrayed by their parents. It is kept very clean and healthy, and everything in neat order. It was then the vacation time. I returned to the place where the stage was waiting its hour."

DR. PETER WILSON resigned his professorship at Columbia in 1820, and for his "faithful and eminently useful services during a period of twenty-eight years," he was granted an annuity of fifteen hundred dollars for life. Dr. Wilson received his LL.D. degree from Union College in 1798. He is remembered as the author of "Rules of Prosody for the Use of Schools," "Introduction to Greek Prosody" and "Compendium of Greek Prosody," together with editions of Sallust, Longinus, the Greek Testament and Adams's "Roman Antiquities."

In the life of Erasmus Hall it seems there were seasons of great activity and seasons of great depression. With an educator like Dr. Livingston at its head, even though that individual did not teach, the institution seems to have been very prosperous. Dr. Livingston's unusual administrative power had placed the young academy on a footing of equality with the best schools of the times. Its superiority, even, over many of the schools was recognized. Under Dr. Wilson there seems to have been a falling away in the reputation of Erasmus Hall. There do not seem to

have been as many students from abroad as there had been. Then the finances were not properly managed. James Tod, the teacher, and clerk of the Board of Trustees, was appointed to collect the tuition from the pupils. There was sickness in the family, and not being forced to make stated reports, he seems to have come finally to the point of appropriating some of the money to his private use. Awakening to the condition of affairs, the Trustees appointed a commitee to investigate the matter of Mr. Tod's indebtedness to the Hall. Then steps were taken to prosecute him, but he left the Hall and the matter seems to have been dropped.

However, under the constant inspection of the Regents, Erasmus Hall seems to have stood the test. In 1795 Regent Linn, who seems to have visited the Hall, reported as follows:

"The Academy of Erasmus Hall consists of 105 students, all of them boys or young men. Fifty of these are learning the Latin and Greek languages; 25 writing, arithmetic and English grammar; 20 mathematics, bookkeeping and geography; 10 foreigners are learning the English language, and 30 of the whole number are learning the French language. Those who learn the Latin and Greek languages apply themselves also daily to writing and arithmetic and, as soon as they have obtained a competent knowledge of these, they begin mathematics, geography, the belles lettres, etc. Due regard is paid to the circumstances of students and their time of life. Where these will not admit a thorough education, it is conducted so as to qualify them as soon as possible for their business, but, where a regular course of study is intended, the proper measures are perfected. The price of tuition is 20s at entrance and £6 per annum. The teachers are a Principal and three assistants. The salary of the Principal is £400 per annum; of the first assistant, £110; of the second, £75, and the third, who is a French teacher, has no fixed salary, but depends on his scholars. This seminary has no funds. To say that it is in a very flourishing state cannot be deemed unjust or invidious, because it possesses so many advantages. Its early incorporation, its eligible situation, and also all the experience and industry of its Principal and his assistants exalt its character and contribute to its prosperity." *

GEORGE MCINTOSH TROUP was also a student at Erasmus Hall in early times. He was born at McIntosh Bluff, on Tombigbee River, Georgia, September 8, 1780. He died in Lawrence County, Ga., May 3, 1856. He was a graduate of Princeton and a lawyer by profession. He served in the State Legislature and in Congress, under the Presidencies of Jefferson and Madison. In 1816, he became United States Senator and later Governor of that State.—*Cyclopedia of American Biography.*

In the period covered by the administration of Dr. Wilson there were several matters of importance to those interested in

* Extract from Regents' Report to Legislature, February 26, 1795.

the growing institution. In 1794 another portion of the Common was sold and the proceeds devoted to reducing the debt on the building. The Trustees in 1795 formulated a petition to the Regents of the University of New York to use their influence with the Legislature for securing the sum of 200 pounds annually for ten years, to provide for the teaching of moral and natural philosophy at the Hall.* As nothing further is learned of this enterprise, it is to be supposed that the Legislature did not respond to the appeal.

It was in the administration of Dr. Wilson that Mr. Giles brought a charge against one, John Roosevelt, a student of Erasmus Hall, for robbing his orchard, indecent behavior toward Mr. Giles, and other conduct unbecoming a student. It was ordered, however, that the consideration of the case be postponed until the next meeting of the Trustees, when the evidence did not seem to justify a prosecution.†

The Regents continued to visit the school, and the reports are flattering. In 1796 we are told:

"The Academy of Erasmus Hall in Kings County, has received an accession to its numbers, before great, and consists of 125 students. A new teacher of the French language has been appointed and the Trustees have been obliged on account of the dearness of the necessaries of life to raise the price of tuition to £7 per annum. About £80 of the moneys appropriated are reserved for the purchase of a few articles of philosophical apparatus, the importation of which has been directed. This academy has no connection with the village school, and the students are all boys or young men from different parts of the United States, from the West Indies and from Europe. It has no funds and greatly owes its prosperity to the established character of its Principal for skill and unwearied diligence."‡

Such reports, however, do not always tell the whole truth. To the visitors the school seemed to be in a flourishing condition, yet the Trustees were bearing a great financial burden, even more than they could stand; for, whether from a falling off in attendance or from other causes, on the twentieth of March, 1797, the Trustees found themselves in such straits that they appointed a committee to wait on Messrs. O'Bleniss and Schoonmaker, teachers in the Hall, and suggest that they submit to a reduction of salary. Both refused. On the 29th of June, 1797, Dr. Wilson resigned as teacher, and gave the Trustees twenty-five pounds "to be used in paying the debts of the institution."

* Minutes, May 21, 1795. † Minutes, August 1, 1795. ‡ Extract from the Report of the Regents to the Legislature, February 24, 1796.

Some information about the condition of the school may be gained from the letters which at this time passed between the Trustees and Dr. Wilson.

To Peter Wilson, Esq.:

Sir: The Trustees of Erasmus Hall have received your resignation with the most sincere regrets. They have attended to the reasons you have assigned for your departure at the present instance and are fully satisfied as to their propriety. We cannot, however, take leave of you without expressing the grateful sense we unanimously entertain of the service you have rendered to this Hall for a series of years. Since your residence among us, our warmest expectations have been realized in the growing reputation and extensive usefulness of the seminary. You have furnished us with the most unequivocal proofs of your strong attachment to Erasmus Hall. Your labor has been indefatigable, and that labor, we are happy to add, has been crowned with ample success. We cannot forbear at this time to take a retrospect of the enduring connection that has so long subsisted between us. We are happy to mention that the most pleasing harmony has uniformly prevailed in the internal government of the seminary, and that mutual confidence and friendship has united the members of this Board to each other and to you. As we are well persuaded that the future welfare of the institution is an object in which you feel yourself interested, and having no doubt of your best wishes for its increasing usefulness, we still hope to act in concert and to discharge the important trust committed to us in fellow membership with you, and permit us to assure you that we avail ourselves with pleasure of your consent to continue your superintendence of the institution entrusted to our charge. Long may you live, Honored Sir, to reap the fruit of your useful labors, and in a good old age may you enjoy the pleasant reflections that flow from a well spent life, or a life devoted to the public good.

By order of the Board,

Johannes E. Lott, President.

Erasmus Hall, June 29, 1797.

Letter from Peter Wilson to the Trustees.

The President and Board of Trustees of Erasmus Hall:

Mr. President: Happy in the recollection of the connection which for a number of years has subsisted between the Trustees of Erasmus Hall and myself, permit me through you, Sir, to express to them my gratitude for the steady support I received and the friendly attentions I experienced while employed as a teacher under their patronage. The very obliging manner in which they have been pleased to express their approbation of my past services has made an indelible impression on my heart, though the ideas it has excited cannot easily be communicated by the common vehicle of human thought.

Their good wishes for me, be sure, are heartily reciprocated. I feel a growing interest in the prosperity of Erasmus Hall and an unabated zeal for its reputation, and consider the continuance of my connection with the Trustees and with the institution under their care as one of the greatest honors

of my life. I earnestly pray that the Supreme Disposer of all events may long preserve you and them, the faithful guardians of a seminary which has the fairest prospect of usefulness, when we shall be mingled with our kindred dust.

P. Wilson.

Columbia College, July 21, 1797.

Dr. Wilson, according to the wishes of the Trustees, held the nominal office of principal until 1805. The managers of the school referred all matters of government and policy, so far as the teaching at the Hall was concerned, to him. A single illustration will show the wisdom of the Trustees in this matter, as well as their progressiveness. In 1798 Joshua Genet was their choice as a teacher of French, but before appointing him they referred him to Dr. Wilson for proof of his qualifications for that work. In a few days (Jan. 12, 1799) Mr. Genet returned with a certificate from Mr. Marcellin, French teacher in Columbia College, stating his "ability as Teacher of the French Language." He was then appointed to teach, though he remained only one quarter.* This is an early illustration of the custom of requiring a candidate for a position to teach to pass an examination given by an expert.

While in many ways the Academy seemed to be prosperous at this time, the struggle to pay expenses was a very serious one until the year 1830. There was a mortgage upon the property, and in 1797, at the death of Senator John Vanderbilt, the Trustees were put to some inconvenience to raise the money due his estate. The same year, as another illustration of the condition of finances at the Hall, the Board created a committee "to petition the Honorable Legislature of the State for license to raise the sum of 1,200 pounds by lottery to appropriate for the use of Erasmus Hall."†

About this time the reports from year to year of the Regents' committee on visitation become somewhat monotonous. Occasionally, however, a new inference may be drawn from a mass of data. In 1798 we are told that there are three teachers at the Academy, and that Dr. Wilson, the nominal Principal, does not reside in the Hall, "being a professor in Columbia College." The school had been professedly a boys' school. It is from the report of the Regent visitors for 1801 that we learn that a great change has taken place. The doors of the Academy have been opened to the girls. This report reads as follows: "The committee appointed to visit Erasmus Hall report the number of pupils of both

* Minutes. † Minutes, November 28 and December 20, 1797.

sexes to be 76. Twenty-six of the males are taught the languages and mathematics and the remainder English grammar, and the females, being 22 in number, are instructed in grammar, reading, writing and arithmetic."* This point is corroborated by the report of the following year. It gives the whole number of pupils as 88, "of which 54 are lads and young gentlemen, and 34 are girls; of the former, 34 are engaged in the study of the languages, the practical branches of the mathematics, geography and English grammar. The rest are employed in studies of an inferior and preparatory nature. The young misses are occupied in reading, writing, arithmetic, geography and such other studies as promise to render them useful and ornamental members of society."†

From the founding of the Hall there seems to have been much discussion among the teachers, and some jealousy over the matter of rank or precedence. When Mr. O'Bleniss came as teacher, the question of authority must have arisen over and over again. It became necessary finally for the Trustees to settle the matter. The Trustees did so (Dec. 8, 1798) by naming Mr. O'Bleniss "chief teacher in the classical department." His authority, when we remember that the classical teacher had supervision over the English work, was thus made almost as absolute as that of a principal. In the first two decades of Erasmus Hall history, salaries were by no means stable. In 1799 we find Mr. O'Bleniss, who had refused a reduction of salary in 1797, making special arrangements with the Trustees whereby he was paid proportionately to the money collected from the students. The proviso is also made that he is to cart his own firewood, which in early times seems to have been very scarce. It is an item mentioned in almost every contract made with the chief teacher or principal. The wood had to be brought from the mainland by ferry-boat, and then carted from the landing to Flatbush. It was not only the outlay of money in its purchase, therefore, but the time, trouble and cost of carting that made it an important item in the payment of the teacher. It seems under this arrangement that Mr. O'Bleniss virtually rented the building, for in 1804 he was again placed on salary, the Trustees taking to themselves the management of the Hall,‡ as his profits for that year had exceeded $867.

* Annual Report, February 23, 1801. † Annual Report, March 26, 1802.
‡ Minutes, November 17, 1804.

Up to this time Erasmus Hall had been a private academy and a Regents' school. In 1803, however, the Academy had so gained the confidence of the people of Flatbush that they determined to make it serve as a public school also. The old Dutch schoolhouse was torn down, and the timbers sold to Bateman Lloyd, who used them for the erection of a grocery store near the corner of Flatbush and Church Avenues. Thereafter the "village school" occupied a room or rooms in the Hall. In 1804 there were at the Academy thirty-three pupils who paid at the rate of $20 a year, twenty at $14 a year, and forty-seven at $8.*

Among the teachers under Dr. Wilson there were those who had higher ambitions. Of these was Michael Schoonmaker, whose name has been mentioned before, who gave thirty days' notice of his intention of retiring as a teacher. In a letter to him the Board of Trustees illustrate this point and also throw a little light on the condition of the institution. They say, "We unite our best wishes to yours for the growing reputation and prosperity of a seminary whose bosom once cherished you and by whose fostering care you have been conducted into the paths of useful and ornamental science."† There is no information, however, as to the future plans of Mr. Schoonmaker, that would give us any idea of the position which he left to occupy.

On the 9th of February, 1805, Dr. Wilson fully severed his connection with Erasmus Hall. He was becoming advanced in years, and no doubt the duties of his professorship in Columbia College were heavy. In a letter dated Columbia College, Dec. 14, 1804, he says: "The Academy has now acquired a form and constituency which I hope will not be easily shaken." Another reason for his action, he states, was that the examination season of Erasmus Hall conflicted with his duties as professor at Columbia. From the reply of the Trustees it may be inferred that they still valued the services of the Principal, though they recognized that he was becoming aged. His resignation was accepted on the 9th of February, 1805.‡

The examination seasons referred to by Dr. Wilson were stated periods just before the spring and fall vacations, when the Principal, the members of the Board of Trustees, and parents were invited to the school to hear the pupils examined, and perhaps themselves to ask questions. The examination period, it will be remembered, closed with public declamation and a half holiday.

* Minutes, November 8. † Minutes, March 16, 1805. ‡ Minutes.

It would seem strange to the youth of to-day for these staid old smooth-faced (for no one in Flatbush wore a beard before 1825) fathers to come marching into the room to ask the pupils questions.

Administration of Rev. Peter Lowe, 1805-1818

Upon the resignation of Dr. Wilson, the Trustees went in search of a successor. Among the Trustees was the Rev. Peter Lowe, one of the colleagues of the Dutch Reformed Church, who resided in Flatbush. After due consideration he was chosen to fill Dr. Wilson's place. In his case the Trustees agreed that his connection with the institution should be largely supervisory.

Rev. Peter Lowe

The administration of the Rev. Peter Lowe does not seem to have been a very prosperous one for the Hall. The number of teachers was necessarily limited. In 1806 there are the names of only two teachers mentioned in the Minutes of the Board of Trustees.* These were Joab G. Cooper and Evan Beynon. This Mr. Cooper was the editor of that old classic known as "Cooper's Virgil." At this time the success of the institution may be indicated from the fact that the school-yard was a pasture ground. One teacher, R. W. Thompson, at one time collected from the Board $12 damages to his pasture rights, sustained because the fence had not been repaired.† This Mr. Thompson came to the school in 1809, and on his advent the Trustees "Resolved, That the Board will not exact any entrance money from such students as have studied under Mr. Thompson in other academies, and who are brought to this Hall through his influence."‡

The Board, desirous of placing the Academy on a good financial basis, applied to the Regents for help, and in 1808 received from that body $100 to be used toward reducing the debt of the institution.

In this administration the strife over the matter of precedence on the part of teachers was continued with extreme bitterness. As

* December 20. † Minutes, August 13, 1810. ‡ Minutes, September 30, 1809.

early as 1808 there were complaints made to the Trustees that the head of the English work was persuading students "out of the Classical Department of the Hall to enter into the English Department."* Finally the Principal himself endeavored to exercise what he believed to be his prerogative. Thereupon the Board took action as follows: "Resolved, That the removal of Beaumann Lowe by the Rev'd Peter Lowe, as Principal of Erasmus Hall, from the Classical Department of the Hall to the English Department does not appear to be warranted by the Constitution and Laws of the Hall, but that he had a right by the fifth section of the second chapter of the Constitution to prohibit the first teacher to inspect the progress of the said Beaumann Lowe, he being under the care of the second teacher."†

On November 1, 1814, the Regents of the University of the State of New York demanded an annual report according to a set form.‡ Erasmus Hall was prompt in taking the matter up. This form was followed faithfully every year for many years, and the reports were copied in the Minutes of the Board of Trustees. They thus become a source of accurate and suggestive historic information.

In June, 1813, the State Legislature passed "An Act for the establishing of Common Schools." This seems to have been the origin of the common school system in the State of New York. As a sequel to this Act, as the village school had already been incorporated with the Academy, on April 1, 1814, the Legislature passed "An Act relative to Erasmus Hall." It reads as follows: "The school money granted from time to time to that part of the town of Flatbush, in the County of Kings, commonly called the 'Old Town,' under the Act entitled 'An Act for the establishing of Common Schools,' passed June 19, 1813, shall yearly and every year be paid by the several officers appointed in and by the said Act, to the Trustees of Erasmus Hall. . . . to be applied to the education of such poor children belonging to said Old Town, and sent to said Academy, and who in the opinion of said Trustees shall be entitled to gratuitous education."§ There were times in the following years when this common school fund added to the income of Erasmus Hall nearly $80 a year.¶

In another direction the Trustees were searching for those elements which tend to make an institution live and active and up

* Minutes, October 1. † Minutes, September 15, 1813. ‡ Minutes, November 8, 1814.
§ Laws of 1814, Chap. 79. ¶ In 1829, $78.40.

to the times. In 1815 it was resolved by the Board "That the Trustees of Erasmus Hall for the purpose of promoting the literary respectability of the Academy under their charge feel desirous to place their institution under the immediate patronage of the Trustees of Columbia College, and that a committee of four members of this Board be appointed to confer with the Trustees of said College as a Committee of that Body for such purpose."* It seems at this time that schools were placing themselves under the patronage of colleges, but this matter seems to have been allowed to drop or else it met with no success, as it is not again mentioned by the Trustees.

The administration of the Rev. Peter Lowe came to an end at his death in 1818. There was a

Transitional Period, 1818-1823

of four or five years succeeding this administration. On August 28, 1819, Mr. Joseph Penney agreed to teach Flatbush pupils reading, penmanship, arithmetic, English grammar, geography, history and book-keeping, for $5 a year each. If the pupils desired theoretical and practical mathematics, natural philosophy, rhetoric, logic, and Latin and Greek, they were charged at the rate of $7 a year. Mr. Penney seems to have been the first teacher, or Principal, for two years, when he was succeeded by the Rev. Timothy Clowes, who also served for two years.

It will be remembered that the village school had been transferred to a room in the Academy. When the State enacted the law establishing a common school fund, the Hall received annually money from the State. In 1822 certain families from the village were allowed ten shillings a quarter for every child registered.†

REV. PETER LOWE was born April 30, 1764, at Esopus, New York, where he received his education. He pursued his theological studies with Dr. Livingston and, soon after his licensure, received a call from the six churches of Kings County. In this relation he faithfully discharged the functions of the holy ministry for twenty-one years; until, the collegiate connection between the six churches being dissolved, he accepted a call from Flatbush and Flatlands, where he continued to labor, until his death, in June 1818. Baxter has in his Journal the following characteristic note: "June 11, 1818, died, Rev. Peter Lowe, cancer in his lip." "June 12, 1818, funeral—4 elders of each church as bearers and 12 ministers as pall-bearers with white scarfs. Rev. Peter Van Pelt delivered the sermon."

* Minutes, February 20. † Minutes, August 24.

ADRIAN HEGEMAN

The Academy was the scene of marriages, deaths, and births. Mr. Albert O'Bleniss, the teacher, Baxter says, married Miss Lottie Cortelyou on January 3, 1796. On the 23d of October, 1806, according to the same authority, he died at the Hall. But the most interesting of reminiscences are those related to Adrian Hegeman, and his son, Joseph. Adrian Hegeman, who was a teacher at Erasmus Hall, May 23, 1814, to May 1, 1823, became a man of considerable distinction in Brooklyn history. While he was a teacher and lived at Erasmus Hall, on December 29, 1815, his son Joseph was born. This Joseph Hegeman, after a long and successful business career in Brooklyn, died in Detroit, Michigan, in his eighty-fourth year. His life spans a period when change succeeded change in astonishing rapidity. The transformation of Flatbush was, perhaps, as wonderful as that of the city of Brooklyn. "During his long life Mr. Hegeman saw Brooklyn develop from a village to its present proportions as a most important factor of Greater New York. Illustrative of this growth, be it said, he was, at the age of thirteen, Assistant Postmaster, under his father, then Postmaster of Brooklyn, and managed the affairs of the office to such an extent that when he went home at noon to dinner he locked the office, put the key in his pocket, and the United States mail had to wait his pleasure."* "Mr. Hegeman, on July 4, 1825, then nine years old, was the boy orator of the day, and stood beside Lafayette, who laid the corner-stone" of the Prenticos Library at the corner of Cranberry and Henry Streets. "After the ceremony the Marquis lifted Mr. Hegeman up and held him in his arms."

* *Brooklyn Eagle*, March 4, 1899.

Administration of Jonathan W. Kellogg, 1823-1833

At this point in the history of Erasmus Hall Academy, when conditions were not satisfactory, when the school was losing somewhat in its popularity, the Trustees very wisely chose to the principalship Mr. Jonathan W. Kellogg, A.B., A.M., a man "eminently qualified for the official instruction of youth, in all the branches of useful, classical and ornamental education. Graduated at Yale College, and habituated to the practice of teaching for more than twenty years (chiefly in the City of New York), his various acquirements and peculiarly happy methods of training youthful minds" gave him "a large share of public patronage and confidence."* He began his work at the Hall in 1823. The late Mrs. Gertrude Lefferts Vanderbilt, in a private interview in 1902, described Mr. Kellogg as a popular teacher and a pleasant, genial man who made good progress with his pupils. "This was before the days of steel pens," she said, "and the teacher was expected to make and repair quill pens for use in the school. Mr. Kellogg was an adept at making pens, and on any day he might be seen pacing the halls of the school-building with two or three pens back of each ear. As his hair was short and gray, the quills bore no small resemblance to diminutive wings, and created considerable mirth among the scholars."

At first Erasmus Hall was a boys' school. In the early years of the nineteenth century the Regents' Committee on Visitation found girls reciting with the boys as regular pupils at the Academy. In 1823 the Board recognized the importance of the female element in the school by the creation of a Female Department, and a Miss Maria Jones, possibly the first woman teacher in the Academy, was employed to preside over this department. So important was this phase of school work that in a circular, dated January, 1826, Mr. Kellogg informs the public that "Subject to the direction of the Principal, and under the immediate care of a well qualified Governess" there is at the Hall a "School for the instruction of young ladies in all the various branches of an accomplished education. The family arrangements of the Hall are such as to secure the greatest comfort, cleanliness, health, regularity, and general improvement of the boarders."

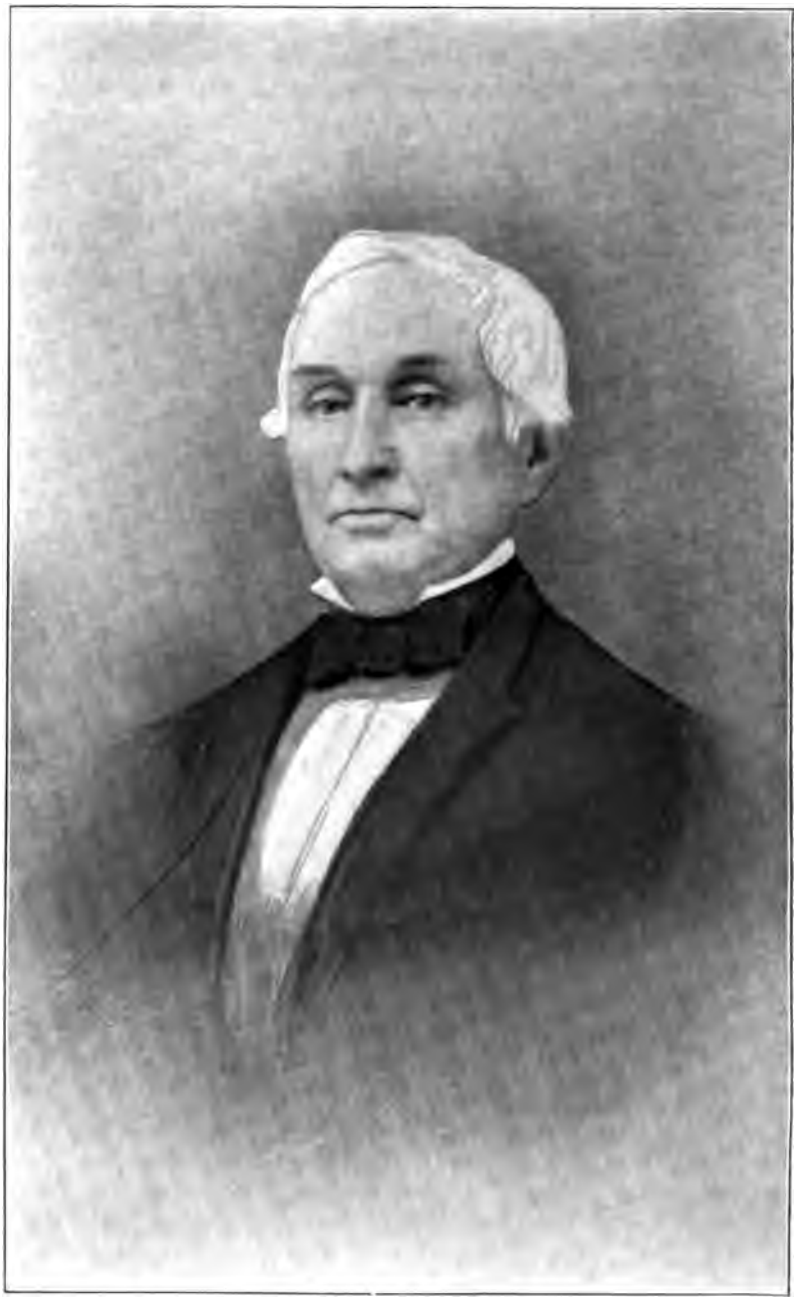
* From a Circular of Information, dated January, 1826, filed in the Minutes of the Board of Trustees.

Now that there was a Female Department, Mr. Kellogg was able to make the Hall the center of social life in Flatbush. His "ornamental studies" attracted young ladies from a distance, among them being a sister of Lieutenant Hiram Paulding, who was then stationed at the Brooklyn Navy Yard. The young officer visited his sister often, and indeed became so interested in the Academy that he pursued the study of mathematics under one of the teachers. The true lode-star, however, may have been one of the Principal's young lady daughters, for his visits culminated in a wedding, the ceremony being celebrated in what is now the office of the Principal, Dr. Gunnison.* The young lieutenant afterward became the celebrated Admiral Paulding, of the United States Navy; his sister died of cholera in the year of the great plague and is buried in the cemetery of the Reformed Dutch Church of Flatbush.

As an aftermath, one day in October, 1902, three daughters from this marriage called at the old Hall, for the first time to view the scenes of their mother's youth. They were Mrs. Rebecca Paulding Meade, widow of the late Rear-Admiral Richard W. Meade, of the United States Navy; Mrs. General Meade, whose husband was at that time commandant of the Marine Barracks at the Brooklyn Navy Yard, and Miss Emma Paulding, of Huntington, Long Island. It was with extreme delight that they passed along the halls from one point of interest to another. They entered the very room where their mother had reigned at the social gatherings of the village. They sat by the fireplace where, no doubt, the lovers had often sat. But eighty years had passed, and what changes had taken place! The building had grown into a labyrinth of many rooms. Even the old fireplace had assumed the airs of a new era; for instead of a bed of glowing embers to cheer and comfort, a brace of gas logs with a gaudier flame gave welcome. Yet enough of the old remained to afford the visitors great satisfaction and unusual pleasure.

The connection between the Academy and the Reformed Dutch Church of Flatbush continued to be very close. In 1823 a small portion of the school lot, an irregular piece with twenty-five feet frontage and a width at the rear of fifteen feet, was leased to the Consistory at the rate of one dollar per annum for a period of twenty-one years. On this lot the Church built

* Mr. Peter Neefus and Mrs. Rebecca Paulding Meade are authorities for the above statements.



JONATHAN W. KELLOGG

ERASMUS HALL.

CALL-NOTICE

a parsonage.* It is probable that this lot lay along the northern side of the present school lot. A further indication of the interdependence of the two institutions was a resolution of the Board of Trustees, in 1830, directing the clerk to post call-notices, eight days before its meetings, on the outer door of the Church as well as on that of the Academy.

The period covered by the administration of Mr. Kellogg was one of the most prosperous eras in the history of the town of Flatbush or in that of the Academy. He seems to have added a new energy and to have inspired new confidence in the institution. The old building was not large enough to accommodate the numbers who came to the Hall. The first improvement, so far as the building was concerned, was the erection on the east side of the Hall of a porch, which cost $125. This was in 1823. The next improvement, three years later, consisted of what is usually called the "wing," added to the north end of the old building. This wing was fifty by twenty-six feet in size. It contained four rooms, and cost $1.500.† It was that part of the present building known as rooms number one and two, the library, and the drawing room adjoining it. The plan on which the wing was erected was as follows: The total cost was not to exceed $1,400, though an extra $100 was to be allowed for carting the material. In addition to his former rent, the Principal, Mr. Kellogg, was to pay seven per cent. on the cost of the addition. A sinking fund of $314, derived from the Regents' Fund and from the rent of the Hall, was formed; this in four years paid for the building, leaving the institution again free from debt.‡

In the Kellogg days the Trustees were as careful as ever in their supervision of the educational work. They demanded that the Principal provide a teacher in the lower departments with whose qualifications they were satisfied; and further, that when he had made his selection, he present such teacher for examination by the Board.§ In 1827 a music teacher was employed, and

* Minutes, January 30, 1823. † Minutes, September 9 and 26, 1826; May 18, 1827.
‡ Minutes, September 9, 26 and 30, 1826. § Minutes, December 21, 1826.

soon after instruction was furnished in both voice and piano.* In 1829 an instructor of needlework and drawing was added to the corps of teachers. As for text-books, in 1833 the authorities determined that the following books should be used in the English department of the Hall: Colburn's Arithmetic, Webster's Spelling Book, Woodbridge's Geography, Kerklan's English Grammar, Colburn's Algebra, Legendre's Geometry, Hutton's or Day's Mathematics, Tytler's, Whelpley's, Frost's or Herren's History.

One of the teachers under Mr. Kellogg was William Henry Campbell, who was born and reared in the city of Baltimore, where his father, a Scotch emigrant, was a prosperous merchant.

Erasmus Hall in 1824

One day the father said, "To-morrow, my son, I will take you to Dickinson College; I want you to be ready by nine o'clock." William, taken completely by surprise, replied that he did not want to go. "My son, I did not ask you what you wanted; I said, 'I want you to be ready,'" asserted the father. He was ready and was taken to college the next day. This was in 1824, when he was sixteen years of age. At the end of four years he graduated from Dickinson and entered the Theological Seminary at Princeton. In 1829, however, reverses came, and his father failing in business, he was obliged to leave his studies and become a bread-earner. After walking from Princeton to New Brunswick, fifteen miles, he had just enough to pay his passage to New

* The late Mrs. Vanderbilt is authority for the statement that the first piano was brought to Flatbush in 1812.

York City. Landing from a ferry-boat, he passed up Broadway to the store of Mr. John Lefferts, of Flatbush. After hesitating a moment, the young man walked boldly in and accosted Mr. Lefferts as follows: "I am William Campbell, the brother-in-law of the Rev. Thomas M. Strong, of Flatbush. I wish to go to that village, where I hope to secure employment as a teacher, but I am out of money. If you will lend me a few pennies, enough to pay my ferriage across to Brooklyn, I will repay you to-morrow." Mr. Lefferts looked at the thin, gaunt young man, "with a great shock of red hair," and concluded from a study of his face that it would be a safe investment to lend him the money. With the pennies the young man crossed the ferry, and walked to Flatbush, a distance of five miles. The next morning he applied to Mr. Jonathan W. Kellogg, Principal of Erasmus Hall Academy, for work as a teacher. He found Mr. Kellogg in his shirt-sleeves, on the back porch, shaving. The Principal had, by resignation from his force of instructors, lost Mr. Jonathan B. Kidder, teacher of the classical branches and lecturer on chemistry and mineralogy, but it took him some time to decide in favor of this young theological student fresh from college. After some severe questioning, however, he decided to give the youth a trial, so he put him at once into the class-room. His salary was to be $200, and he was to teach the Latin and the Greek. At the close of the first day's work, Mr. Campbell drew a little money from his prospective wages, walked to the ferry, crossed to New York, paid Mr. Lefferts the few pennies he had borrowed, and returned to Flatbush, having walked the ten miles to meet his honest obligations.

MR. JOHN LEFFERTS, who so kindly aided Mr. Campbell, was a trustee of Erasmus Hall from January 20, 1807, to September 18, 1829. He was President of the Board from April 29, 1829, to his death, in the following September.

In these years of groping toward the best in educational lines, the fostering care exercised by the Regents had a marked influence in shaping the career of Erasmus Hall. Sometimes the visiting committee from Albany appeared at the Academy unannounced, and then there was consternation; yet the work was inspected under the most favorable conditions for the visitors. At other times the committee notified the Trustees in advance* of a proposed visit; then the school was seen under conditions of

* Minutes, December 26, 1824.

best advantage to the teachers. The annual reports of the visitors were usually creditable to the school and to the management.

The creation of the Regents' "Literary Fund" marks the beginning of quite an important era in secondary school life—the introduction of the library as a factor in educational work. The statute creating this fund* reads in part as follows:

"That the control of the Literary Fund is vested in the Regents of the University; and that they shall annually divide the income thereof into eight equal parts, and assign one part to each separate district; that they shall annually distribute the part so assigned to each district among such of the incorporated seminaries of learning, exclusive of colleges, within such district

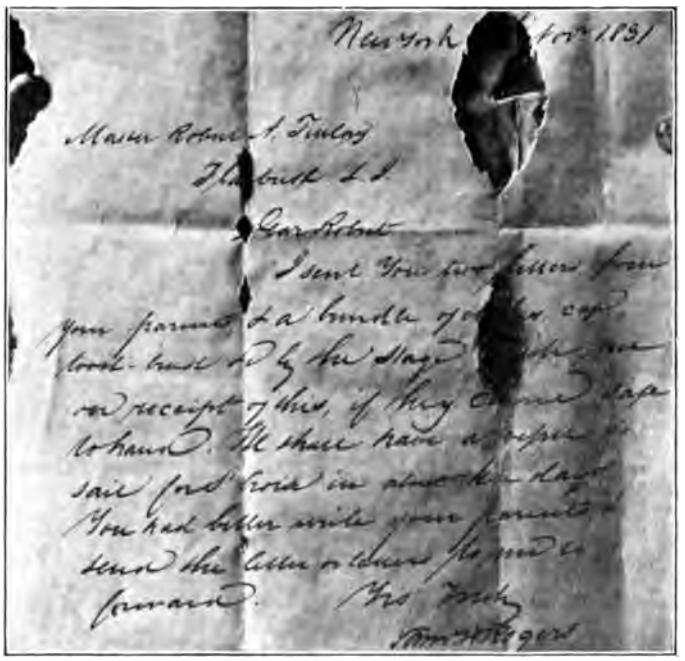
An Old Bill, 1830

as are now subject or shall become subject to their visitation by a valid corporate act." In 1830 this fund was placed in a condition for distribution among the schools of the State. As a result the Trustee "Committee on Visitation" for this year was able to report: "We have been enabled to add to the library 262 volumes; should this plan (the Regents' Literary Fund plan) be persevered in, the wisdom and importance of which cannot be questioned, we shall keep our library constantly furnished with nearly all the works of merit of a modern character which may issue from the press. It is now a most important appendage to the Hall, and if the means now in operation shall be continued, we have reason to believe it will give character to the Academy that will not suffer by comparison with any similar institution in

* Recorded in the Minutes of the Board of Trustees, December 25, 1829.

the State." In 1834 the Board of Trustees raised $250 to secure a like amount offered by the Regents. The whole amount, $500, was spent in equipment supplies.* In 1835, the portion of this fund awarded to Erasmus Hall to be expended for books and apparatus was $895.

One of the teachers was made librarian, and his duties were to keep a catalogue of the books and a record of those that were in circulation, to collect fees and fines, and to report to the Trus-



Old Letter Found in Partition in 1896

tees once a year. The Academy library was, in fact, a circulating library. Books were lent, not only to pupils, but to inhabitants of the town and to transients. An entrance fee of $5 charged every pupil was transferred to the library fund, and this was augmented by fines and fees. For the use of books from the library, Flatbush people were charged $1.50 per annum, while the charges to transients were placed at the discretion of the librarian.

For several years the Academy was popular and growing in

* Minutes, December 25, 1834.

popularity. The school was patronized by the people of Flatbush not only, but continued to draw from long distances—New Orleans, other Southern cities, and the West Indies. The Hall was full of boarders, and even though it was visited by an epidemic that threatened to impair permanently the prosperity of the school, the institution speedily recovered from the blow.* In 1826 the income from tuition alone amounted to $3,225.50, and this was increased, in 1828, to $3,726.50. In 1824, although the Trustees paid Mr. Kellogg a $1,500 salary, the debt had been reduced to $723.† In 1825 this debt was lifted and the Trustees, with wise foresight, began the accumulation of an endowment fund—a fund that, increased by small accretions, came in after years to amount to $7,500. Even before the end of the Kellogg administration the fund gave an annual return of $200 in interest.

In spite of this unusual prosperity, there may be detected indications of a growing dissatisfaction with the administration of Mr. Kellogg. His salary in 1829 reached $1,500. Then there seems to have been a falling off, so that in 1833 it had been reduced to $800. It may be that the change in the prosperity of the village of Flatbush had something to do with the conditions at the Academy. The county buildings were burned in 1832 and the county-seat was changed to the now rapidly growing city of Brooklyn. The quiet Dutch village may have lost its prestige among the towns and cities of Kings County. At any rate, on December 25, 1833, the Trustees appointed a committee to find a suitable successor to Mr. Kellogg. At the close of the school year, May 1, 1834, he retired, taking with him a large number of disaffected pupils.

Administration of the Rev. William Henry Campbell, 1834-1839

The conditions at Erasmus Hall at the close of Mr. Kellogg's administration, were, possibly, brought on by some social or administrative misunderstanding. When the committee of the Trustees appointed to secure a successor to Mr. Kellogg made their report, they said that they had had several interviews with the Rev. William H. Campbell, "late principal of the Polytechney at Chittenango," and recommended him to succeed Mr. Kellogg on the first day of May, 1834.‡

Mr. Campbell was not a stranger to the people of Flatbush.

* Minutes, December 25, 1820. † Minutes, December 31. ‡ Minutes.

Rev. William H. Campbell

He was a brother-in-law to Dr. Thomas M. Strong, under whose supervision he had completed his theological studies; and he had been for two years, it will be remembered, a teacher of classical studies with Mr. Kellogg. In these years he had found time to woo and to win Miss Katherine Ellis Schoonmaker, a granddaughter of Dominie Martinus Schoonmaker, who preached the last sermon in Dutch in the Flatbush church. He left the Academy to begin work in his chosen field and spent two years as pastor of the Reformed Church at Chittenango, New York, where he had been also a successful principal of a leading academy of the State. Though he had established himself as an eloquent speaker and as a preacher of power, he had been forced to withdraw from the ministry for a season to give his voice a rest, and at the very time of his election as Principal, he was conducting a successful private school in the village of Flatbush. Thus he was within easy reach when the Trustees needed a successor to Mr. Kellogg. The choice, therefore, was highly pleasing to the patrons of the Hall, and the school rose again to a very prominent place among the educational institutions of the country.

When Mr. Campbell entered on his duties as Principal, he had three assistant teachers, John W. Thompson, Anna F. Vose and C. B. Raymond. The aggregate amount paid to the entire teaching force was $2,350 a year, but the school seemed to take new life. Mrs. Vanderbilt speaks of Miss Vose as her favorite teacher, and says that she soon married Mr. Thompson; then in a short time they left the school. In Principal Campbell's last year at the Academy he had four assistant teachers, and the aggregate amount paid in salaries was $3,400. Among these teachers was Mark Hopkins Beecher, a graduate of the Polytechney, of Chittenango.

Mark Hopkins Beecher was an assistant teacher in Erasmus Hall until 1840. He was a young man and roomed in the Academy. The incorrigible boys feared his rattan. If they were truant or dull, he was accustomed to take them to his room after school hours, and while he was dressing for the street, make them sing their geography. He seems to have endeared himself to the young ladies of Flatbush. As he was bright and witty they were fond of his society and spent the after-school hours promenading the street with him. It is reported that on one occasion, for punishment he sentenced a small offender to what was called

"the dark hole." Putting the key in his pocket, he started out on one of his promenades and forgot all about the boy. At dark, when the frightened parents came in search of their child, they found the teacher with his young lady friends upon the street. The boy was liberated and allowed to go to his home. Now a man of seventy, he remembers with a feeling of pain his experience in "the dark hole."*

This "dark hole" has left a very vivid impression in the memories of several of the respected citizens of Flatbush; for we have reached in the history of the Academy a period which the memory of man can recall. This place of confinement for the incorrigible is described as a closet on the second floor of the old building, near the stairway. Of the many interesting stories related of this period the reader may pardon another. One boy, often condemned to imprisonment, was usually befriended by his schoolmates. When the master was busy with his classes, some pupil would slip out, steal the key from the nail where it usually hung, and liberate the culprit. This boy, now a respected resident of Flatbush, relates how he spent the hours when he was supposed to be still in the closet, foraging in the teachers' rooms, devouring such fruit as he found, and spending the day in happy indolence. As the time for closing school approached, he would return to his prison. When the master came around, the door would be safely locked, and the key in its place. Perhaps the teacher had learned the tricks of the pupil, and that may be why Mark Hopkins Beecher was carrying the key in his pocket that day when he forgot the prisoner.

DR. WILLIAM HENRY CAMPBELL, after leaving Erasmus Hall was in the ministry as pastor at various places. In 1844, Union College conferred on him the degree of Doctor of Divinity. In 1848, Dr. Campbell returned to the educational field, becoming Principal of the Albany Academy. From 1851 to 1863, he was Professor of Biblical Literature and Belles Lettres at Rutgers; then for nineteen years, he was President of that famous college. At the age of seventy-four, he again returned to the pastorate and continued to preach until within a few months of his death, which occurred December 7, 1890.—*Memorial.*

While Dr. Campbell was Principal of Erasmus Hall, the reforms, so noticeable in the administration of Mr. Kellogg, continued. In 1834 the matter of training the public school teacher was before

* Mr. Peter Neefus relates this story.

the New York public. On May 2d the Legislature empowered the Regents to use a portion of the "Literature Fund" providing for such training. The State was divided into eight districts, and the Regents proceeded to endow a department for the education of common-school teachers in one academy of each district. Erasmus Hall was the academy selected in the first district; first, because the value of philosophical and chemical apparatus and library was superior to that of other academies of the district; second, because the course would be likely to be least expensive at Flatbush."* The next year, however, the Trustees resigned the charge† because of the "high price of board in Flatbush and its vicinity, and from the fact that many of the patrons of the school have in view higher prospects for their children than teaching common schools."‡

Having reached a period to which the memory of man easily reverts, the chronicler meets the personal element in the conflicting stories told about the various teachers. In matters of discipline, for instance, some of the elderly residents of Flatbush remember Dr. Campbell as of a mild and perfectly charming disposition; others, with an equal care for truthfulness, speak of him as irascible and ungenerous. At times, to punish a pupil he would pin the culprit to his coat-tail and walk briskly up and down the hall. If the offender were fortunate enough to keep up with the master, he was soon released; but if he were to trip or stumble, a severer punishment awaited him. One day the clock in the old Dutch Church struck twelve, and yet the master manifested no sign of his intention to dismiss school. "The clock has struck twelve," announced one of the larger boys. The teacher looked at him in surprise, then quietly dispatched a messenger to Mrs. Campbell to announce that he would not be home to dinner. Remarking that matters had come to a singular pass when the teacher must be prompted in his duties by

MARK HOPKINS BEECHER

* Regents' Report, 1835, p. 108; Minutes of Trustees, February 10, 1835. † December 31, 1836. ‡ Hough, Historical and Statistical Record, p. 545.

a pupil, he continued the morning session without intermission until time to close school for the day. But there was a too frequent resort to the rattan. On one occasion, Dr. Campbell, after flogging the wrong boy, remarked that the whipping might stand in anticipation of one of which he would be deserving.*

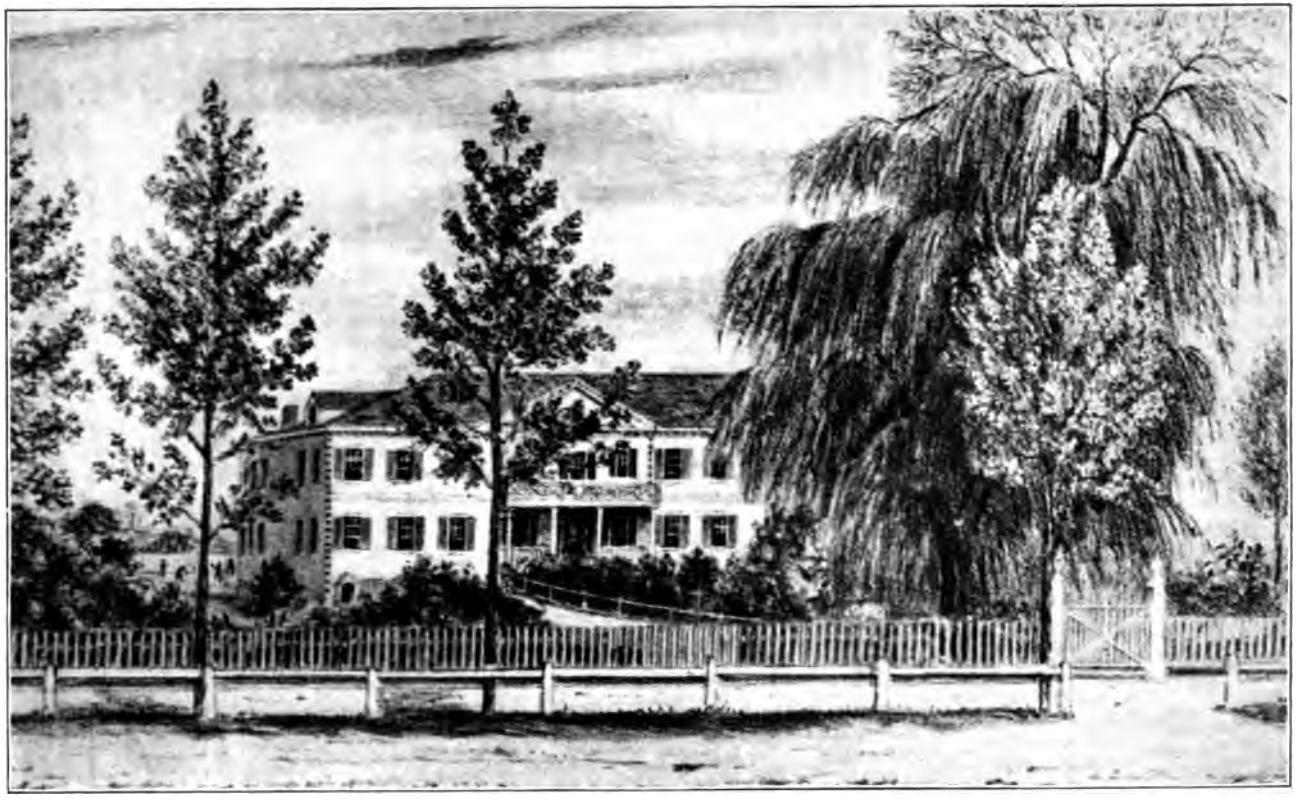
Perhaps it is not wise to censure the principal of that time for severity in punishment, for there are indications that the young people of the Hall tried the patience of more than the teachers. The annual public exhibitions, which were usually held in the Reformed Dutch Church, were very important occasions. On these occasions the Academy boys were not always in the best of order. Things came to such a pass that the Trustees, on one occasion, appointed a committee of five members "to preserve order in the church."

Then there were little incidents which, though they may seem trivial to us now, tended to break the monotony of school life. Such an incident was the experience of a pupil named Cremoni. This boy was brought from the West Indies by an uncle, who registered him in the Academy. It seems that there was a family feud over the child, and soon a stranger was seen loitering about the grounds, acting suspiciously and mysteriously. The excitement reached its height one day when this mysterious stranger was discovered in one of the enormous willow trees which stood on either side of the gateway entrance to the school-yard. He had concealed himself there to kidnap young Cremoni, but he failed in his effort. The boy spent several years at the Academy, becoming finally an inmate of Dr. Campbell's family. To the more timid girls, however, that tree ever after contained among its drooping branches a horrible kidnapper who was ready to reach down and seize them as they ran through the gateway.†

MARK HOPKINS BEECHER finally, according to both Mrs. Gertrude Lefferts Vanderbilt and Mr. Peter I. Neefus, left the Academy to accept a position in the Observatory at Washington, D. C. Afterward, he became Professor of Mathematics at the Annapolis Naval Academy and made cruises on the Training Ships.

About this time a new educational ideal attracted the attention of the Academy management. Awake to new ideas, in 1836 the Board delegated Trustees Strong and Schoonmaker as a

* Mr. Peter I. Neefus. † Vouched for by several residents of Flatbush who were pupils at the Academy when the events occurred.



Erasmus Hall in 1835

committee to attend a convention called to endeavor to establish a manual labor school, and it paid the expenses of the delegates. The Trustees do not record the report of this committee.*

The next year the attendance on the part of the young ladies of the vicinity and elsewhere was so great that the Trustees seriously discussed plans for the erection of a female seminary in Flatbush.† These plans, however, came to naught.

In the report for 1835 may be found the following extracts, which indicate the nature of the work done at Erasmus Hall: "Exercises in prose and verse are written every week." "In higher mathematics the course is about as complete and nearly the same as that of our colleges." The pupils are taught to compute latitude and longitude, "important errors being frequently detected by the pupils in their school maps." The report of the Committee on Visitation, furnished with every report to the Regents, often throws a side-light upon the conditions at the school, and at the same time furnishes data that are of historic interest. The committee appointed in 1837, state: "The Principal has reported 103 classical scholars or scholars in the higher branches of English education, for whom the Board will be entitled to draw a proportionate share of the revenue of the Literature Fund. This is the largest number of this class which has ever been reported, at least within the memory of your committee. It is one of the most pleasing as well as positive proofs of the present flourishing state of the institution."‡

DR. CAMPBELL, avers Mr. Peter I. Neefus, was an inveterate smoker. He was accustomed, even while hearing recitations, to walk up and down the broad hallway smoking a long pipe. Yet no one seemed to regard this as in anyway incongruous with the environment.

Although the Academy was rapidly approaching the fiftieth anniversary of its founding, there still remained a feeling, possibly inherited, of cold indifference toward its welfare. Dr. Campbell, however, seems to have possessed the power to draw all the people of Flatbush together. The Trustees recognized his merits and recorded their appreciation of his success as follows:

"While the institution has been in operation for a good many years, only a very few in this neighborhood, comparatively, have seen proper to embrace the advantages which it has offered to

* Minutes, April 5. † Minutes, April 14, 18, 22, and October 10, 1837. ‡ Minutes, December 25.

their sons for a classical education. But we are happy to perceive in this respect a very great change. The sons of many of the inhabitants of the village and of the neighboring towns are now pursuing studies preparatory to professional life; and we fondly hope that the influence of the institution will be yet more generally felt and its usefulness yet more extended. It combines at present the best advantages for a finished classical education. The teachers are all competent, industrious, faithful, and ambitious of their scholars' improvement."*

On the 26th of November, 1838, Mr. Campbell resigned, his resignation to take effect at the close of the term, May 1, 1839. It seems, however, that he continued to teach in the Hall for several months after his successor came. The reason for his leaving was his desire to return to the work of the ministry. He left the school in a very flourishing condition. Certain it is that the matter of income did not discourage him; for in 1838 the revenue from tuition and interest amounted to $4,531.06, and one of his descendants declares that when he left Flatbush he had $15,000—the net savings from his income for the five years while Principal of Erasmus Hall Academy.

The portrait of DESIDERIUS ERASMUS, which has hung in the Principal's office for many years, was painted in Holland at the request of Mr. Campbell, who took it with him when he left the Hall in 1839. Principal Van Kleek purchased this portrait from Dr. Campbell for $15 and had it framed, and when he left the Academy, in 1860, the Trustees purchased it from him.—*Mr. Peter Neefus.*

Transitional Period,
1839-1843

The immediate successor of Mr. Campbell was the Rev. Dr. Joseph Penney, who, it will be remembered, served as a teacher in the school from 1819 to 1821. Dr. Penney was called from the presidency of Hamilton College to preside over Erasmus Hall at a salary of $1,200.†

The only light we get on the administration of Dr. Penney comes from a number of letters that were rescued from destruction by Mr. Henry B. Davenport, of Flatbush. In one from a pupil in Erasmus Hall to a student of Union College, dated June 19, 1840, we glean the following point of interest: "I was greatly

* Report of the Committee on Visitation, Minutes, December 31, 1835. † Minutes of Trustees.

disappointed in Mr. Penney at first, and thought several times to leave him and to return to my former school. But I am more pleased with him now than I was then. But yet he is far from being such a teacher as the one I left. He is not so obliging and so willing to help one along in his studies, which is of great advantage to a student." In another letter, dated September 10, 1840, written from Flatbush, we have selected the following statement about the Academy: "Erasmus Hall students are preparing for the examination which takes place in October. The question is, 'Was Bonaparte a great man?' There will be a great

Rev. Joseph Penney, D.D.

display of talent, with folly, mirth, nonsense, beauty, flirtations, etc." It seems at this time that the pupils were given the advantage of a good course of lectures, and in a letter from Flatbush to a friend in one of the colleges, dated February 5, 1841, a lecture by Dr. Campbell is mentioned, on the following subject: "Early History of Holland; or, Whether the Hook Caught the Fish or the Fish Caught the Hook." One of the teachers of Erasmus Hall, in a letter dated May 5, 1841, gives a point which

indicates that the school has somewhat fallen off in attendance. He states: "We have nearly fifty scholars, boarders and all, so that the room is nearly running over."

Finally, from a letter dated November 8, 1841, the following statement is taken: "Dr. Penney has left the Academy, and Mr. Ferguson has taken charge of it. School commenced last Monday. The boys are much pleased with him, and I have heard some of the scholars say they have learned more during this week than they would in a whole quarter of Dr. Penney." Dr. Penney resigned his position on August 17, 1841. He was succeeded by Mr. James Ferguson, who was appointed Principal on the 5th of the following October. The most that we gain from any source about Mr. Ferguson's administration is that he was Principal at a salary of $1,200 for nearly two years—from October 5, 1841, to June 15, 1843—and that during his administration the school was declining in prosperity. It is interesting to note, however, in connection with life in Flatbush, that at this period the village was reached only by stages. "The mail bag, not a very bulky one in those days, was taken over to the post office, nearly opposite the Dutch Church, and was sorted by Mr. Michael Schoonmaker, and then it was flung back to the driver."* In 1840 to 1843 stages gave place to omnibuses, which ran every hour. Flatbush Avenue was not open from Fulton Street, however, until 1856, when the street cars came. Often, it seemed, in those days the prosperity of the Academy varied in inverse ratio to the ease with which the outside world and outside schools could be reached.

JOSEPH PENNEY was a native of Ireland. After the proper preparation, he entered Trinity College, Dublin, but finished his education at Glasgow, in 1813. In these institutions, he was distinguished as a thorough and accurate scholar. In the spring of 1819, after being licensed to preach, he came to this country, and for two years taught in an Academy at Flushing [undoubtedly Flatbush], L. I. In 1821, he became Pastor of the First Church in Rochester, where, for eleven years, he continued his work. In 1832, he accepted the pastorate of the First Church in Northhampton, though his health had become greatly impaired. Later, he was chosen President of Hamilton College. After serving in this capacity for a short term, in 1839, "greatly to the regret of the trustees and against their earnest request," he resigned and accepted a call to the Principalship of Erasmus Hall. He died at Rochester, New York, in March, 1860. "As a preacher, pastor and scholar, Dr. Penney had few superiors."—*A Memorial of the Semi-Centennial Celebration of the Founding of Hamilton College.*

* Vanderbilt, p. 301.

Rev. Richard D. Van Kleek, D.D.

Administration of the Rev. Richard Davis Van Kleek, D.D., 1843-1860

Mr. Ferguson was succeeded as Principal by the Rev. Dr. Van Kleek. When Dr. Van Kleek came to the Hall, he had as his advisers among the Trustees five of the most distinguished men who had served in that capacity. These were Jeremiah Lott, President; John A. Lott, Treasurer; Dr. John B. Zabriskie, Secretary; the Rev. Dr. Thomas M. Strong and Dr. Adrian Vanderveer. One little discordant note is found in the Minutes, and that is as follows: "The committee expresses the hope that the Trustees will patronize the school as an example and recommendation."* It would seem from this that the people of Flatbush, including some of the Trustees of the Academy, were already beginning to patronize the more fashionable schools of the neighboring cities of Brooklyn and New York. But the new Principal proved equal to the emergency and capable of overcoming all obstacles by changing the conditions. Though of slender build, he was of an iron constitution and of remarkable activity of body and of mind. He was, above all, an all-round teacher and ready for any emergency. Then he was thoroughly prepared for his work, being "a brilliant English grammarian, an excellent Greek, Latin and Hebrew scholar, a good mathematician, and an excellent instructor in oral and physical oratory." It is not strange, therefore, that he succeeded in checking the tide toward the city schools and in rallying to his support the best element in the village.

Dr. Van Kleek put new life into the old Academy. In making his first report to the Regents, he mentions three departments in the school, a Male, a Female, and a Department for the Instruction of Teachers of Common Schools. Though this department was abolished several years before, here is evidence that Dr. Van Kleek was still trying to keep it alive.†

The school was not without its lighter courses of study. A young lady writing to a friend at college in 1843, says: "There is a dancing school established at the Academy, and I suppose you will wish you were at home to have the benefit of it."‡

An indication of the extreme prosperity of the Academy at this time is the following lengthy but interesting report of

* October 30, 1843. † Minutes, December 31, 1843. ‡ Letter owned by Mr. H. B. Davenport.

RICHARD L. VAN KLEEK

visitation made to the Regents by Regent John A. Dix, February 26, 1846. It is signed by Regents Dix and Wetmore:

"The undersigned members of the committee of the Regents of the University appointed to visit the academies on Long Island, and the counties of Westchester, Dutchess and Orange, report that on the 17th day of October, instant (1845) they visited Erasmus Hall at Flatbush in the County of Kings. As it was their desire to see the institution in its ordinary state they gave no notice of their intention. On arriving at Flatbush they found that the fall vacation had commenced, and they were unable to therefore do anything more than to examine the building and inquire into the condition of the finances of the institution and the arrangements of the Trustees in respect to teachers. The Academy building is large and commodious, having been designed for the accommodation of boarders, as well as for the purposes of study and recitation. The Principal, Mr. Van Kleek, occupies a part of the building with his family, and there is a dining room with a sufficient number of dormitories for the convenient accommodation of fifty persons. The lecture and recitation rooms are all under the same roof, so that the pupils who are inmates of the establishment are never under the necessity of going into the open air for any academical purpose. The building stands nearly in the center of a lot of three acres, furnished with shade and grounds for recreation and exercise, and there is a large garden and spacious outbuildings—everything, in short, which is requisite for the Principal and his family, as well as for the pupils. The village in which the institution is situated is quiet and healthy, and though less than four miles from Brooklyn it enjoys for a large portion of the year all the seclusion of a settlement in the interior of the State. In all respects the position of the institution is admirably adapted to academical instruction; and the undersigned learned with regret that it had not recently enjoyed its customary share of public patronage. The price of board and tuition has heretofore been fixed at $180:

but in consequence of the competition of rival institutions, some of which have recently risen up in its neighborhood, the charge is to be reduced to $150, and it is to be hoped that the number of pupils may be increased in proportion. The Principal of the institution was unfortunately absent, and had locked up the keys of the library and lecture room, so that the undersigned were unable to examine either the books or the apparatus."*

Perhaps one of the most significant indications of the scholastic condition of an educational institution may be found in the nature of the books chosen for the library. Many inferences regarding the teachers and the value of their instruction may be drawn from a study of such a list as the following, added to the Erasmus Hall library on October 31, 1846. There were fifty books in the list, and among them were Darwin's "Voyage of a Naturalist," Schiller's "Thirty Year's War," Schiller's "Revolt of the Netherlands," France's "Orators of the Age," Miss Edgeworth's Novels and Tales, Chateaubriand on English Literature, "The House I Live In," Bacon's Works, and Wirt's "The Spy." Certainly such a choice of books would indicate a progressive spirit and a healthy condition so far as reading was concerned.

Dr. Richard D. Van Kleek, born in 1804, graduated from Union College and from the Theological Seminary of New Brunswick. In his first pastorate, at Somerville, New Jersey, he laid baptismal hands upon the infant brow of the Rev. T. De Witt Talmage, D.D. He succeeded in turning an unusually large number of his pupils into the ministry. Among these may be mentioned: Jacob Wyckoff, John G. McNair, John Howard Suydam, Daniel Rapalje, John S. Lott, J. Lott Zabriskie, G. W. Bacon, James Lent, Robert G. Strong, Mason Strong and John T. Rhodes. In 1860, having resigned his Principalship of Erasmus Hall, Dr. Van Kleek moved to Jersey City, where, at his own expense, he erected a school house and for several years taught English branches and the classics. There he died, in 1870, full of years and of good works.

Among other testimonials as to the worth of the library and the lasting influence of the school of this time, is that of Mr. John S. Lott. He asserts that though he was college bred, the influence of his college was as nothing compared with that of Erasmus Hall. He never goes into his own library without feeling grateful to the old school. Although in science he was given Goldsmith's "Animated Nature" as a text-book; he owes all that he is and all of his love of books and of learning to Erasmus Hall. He was a student here until 1862.

The first effort at grading seems to have been made in the

* Minutes of the Regents.

time of Dr. Van Kleek. The Trustees record the fact that the Principal had separated the smaller children and those in the elementary branches, and placed them under his daughter to teach, while he was devoting himself exclusively to the pupils in the classical and the higher departments of English. "The Principal finds that in this way he will not need the services of any male assistant. And while this plan has been adopted with the approbation of your committee, we are decidedly of the opinion that it will be highly advantageous to the Academy, and give far more satisfaction than the previous arrangements."* This seems to be in keeping with the progress of education, as about this time the subject of grading was attracting the attention of teachers.

DR. JOHN B. ZABRISKIE "was a man of fine phisique and noble appearance His tastes indicated refinement and intelligence, for he devoted his leisure from professional duties to the cultivation of music and to books. Fond of reading himself, he was ever anxious to encourage young people to study, and he endeavored to promote a love of learning in the village. He was in the habit of lending out books from his private library, and was ever willing to direct the course of reading among his young friends and the children of his neighbors." —*Mrs. Vanderbilt.*

The teaching force also received proper attention from Dr. Van Kleek. While he did admit into his faculty the various members of his own family as rapidly as they became fully prepared for the work, he always had enough teachers of suitable preparation to counteract any charge of nepotism. The Principal's influence ever tended toward the spiritual and the moral elevation of the pupil as well as toward his intellectual development. An indication of the requirements supposed to be necessary for teaching at this time may be traced from a report of the Trustees on the proficiency of a Miss Schaffer, whom they were about to engage. They note in their Minutes that she had studied astronomy, natural philosophy, Whelpley's Compend, Tytley's History, music, moral and intellectual philosophy, Kames's Elements of Criticism, algebra and French. The higher branches she had studied with her father, W. C. Schaffer, Professor of Chemistry, Center College, Danville, Ky.†

Dr. Van Kleek was one of the principals that drew students from great distances. Many young people came to the Academy from foreign countries. There were several from Brazil, some

* Minutes, Report of Committee on Visitation, October 31, 1846. † Minutes, October 31, 1847.

from Mexico, and more from Cuba, while Sweden and Spain had representatives at the school. The Trustees report: The Principal has nineteen pupils living in his family. "We cannot but hope and believe that, as the excellent qualifications of the Principal for his important office become more extensively known, the institution will enjoy as large a share of public patronage as any other in the vicinity of the city of New York."*

That the Principal was popular with his pupils is proved by the testimony of all; and a large number of his old pupils are still living. The following letter will recall pleasant scenes to those who used to sit in the presence of Dr. Van Kleek, and will also express the sentiments of many others whose memories revert to that period.

DR. WALTER B. GUNNISON:

DEAR SIR: The request for reminiscences of Erasmus Hall turns the glance of memory down a long vista of time. I am seventy-one years of age. Erasmus Hall had its influence and made its impressions upon me at almost the very beginning of my life.

With two brothers and two sisters, all born in the old house at the northwest corner of Flatbush and Church Avenues, I could look out to the south and see the Academy grounds, with their flourishing shrubs and trees. We all knew there was our school. We knew also, if any of us were in danger of becoming "limbs," there we would find the correction intended to properly bend "the twig." With childish eagerness, I listened to the talk of an elder brother, who was under the instruction of Principals Penney and Ferguson, to catch any news which would give hint of experience to be expected there.

JEREMIAH LOTT ZABRISKIE

I entered Erasmus Hall, probably, in my ninth year, 1844. Through my entire course I was continuously under the supervision and instruction of Rev. Richard Davis Van Kleek and his assistants. Mr. Van Kleek was Principal from 1843 to 1860.

I had an almost instantaneous view of discipline. On my first day of attendance, my first task was to reproduce in a "copy-book" two examples of script, printed on a strip of card board—"fine hand" above, "coarse hand" below. I followed the upper line, and filled about one-half of my page with work, of which I felt rather proud. Do not mention it to more than two or three of your most intimate friends—I came very near getting a genuine "strapping" with a real strap. The

* Minutes, December 25, 1847.

roomful of boys was under the care of the athletic and morose assistant teacher, Mr. Morris. It was his habit, between recitations, to pace up and down one of the long aisles between the desks with a strap of old harness, coiled around his right hand, the effective end lying up along his forearm, ready to bring down a stinging blow. What was my dismay to find the teacher stop to examine my work, with right arm raised, and the fierce demand, "Why did you not copy coarse hand?" I was saved by the intervention and explanation of my neighboring, kind-hearted, senior pupil.

They were the days of the ferrule and the rattan. All important cases were relegated to the Principal, especially those which required rattan, and which were known among the boys as cases of "capital punishment." All the older boys were seated in the one large lower room of the easterly wing of the old building. That room was furnished with a large stove in the center, from which a long stove pipe ran to a chimney in the rear, supported at intervals by wires of considerable length, spreading out and attached to the ceiling. The slightest motion upstairs would cause much vibration in those wires. When an aggravated case required immediate attention, the culprit would be ordered to that upper room, known as the "lecture room." The Principal would grasp his rattan, and, with an injunction for silence, would follow, carefully closing the door on the stairs. Presently would be heard the scuffling of feet, the muffled sound of blows, and occasional exclamations. The wires would be in violent vibration, and some of the waiting pupils below would call beneath his breath, "Oh, fellows! see the telegraph!"

Mary Van Kleek was given charge of the Primary department on October 31, 1851. After teaching a few years, she became the wife of Mr. Peter I. Neefus. Elizabeth Van Kleek was a teacher at the Hall in 1853. Richard Lawrence Van Kleek, after graduating from the University of the City of New York, was employed as assistant at the Academy. He left this position to study medicine, a profession in which he met with unusual success. Fanny Van Kleek and her sister, Virginia, were likewise teachers at the Hall in the administration of their father. Every member of the family thus seems to have been of a pedagogical bent, possibly inheriting the teaching faculty from their very fortunate parent.

Sometime we were obliged to admit that the provocation was great. The closing exercises of each Friday afternoon were devoted to reading compositions and delivering of orations, the Principal presiding, and the task of presenting one or the other of these efforts falling to each boy above a certain age on alternate weeks.

On a certain occasion, one of the eldest pupils read an excellent composition on a rather abstruse subject. The Principal asked, "Mr. ——. Did you compose that, or did you copy it from some book?" Promptly the response came, not much to the credit of the pupil's rhetoric or logic, "It does not matter where you get it, as long as you get it." We could see righteous indignation rise in the Principal's face, as he seized his rattan and glided from his rostrum, while the pupil also rapidly left his location. With bated breath and staring eyes, the entire company saw pupil and Principal three times circumnavigate the periphery of the large room, the rattan getting in

DR. J. B. ZABRISKIE

its blows whenever they could be made to tell, until pursuer and pursued, exhausted, dropped in their respective stations.

Occasionally cases demanded the wisdom of a Solomon to decide. As, for example, when the Baldwin twins, who so closely resembled each other that their classmates could not distinguish them unless they stood side by side, were detected in some mischief, and the accused culprit would say, "No, Sir! It was my brother!" The case would be given up as inscrutable, or they would both be punished, because they both deserved it.

But we came to learn that Principal Van Kleek, while insisting that "discipline must be maintained," was not all hardness. He was a good instructor and had a warm heart within. This we found when he had opportunity for confidential advice and encouragement for his pupils. We shall always remember the kindness and care with which he accompanied three of us, classmates, Bacon, Neefus and myself, as we appeared for the ordeal of the entrance examinations at Columbia College, and also the affection and pride with which he looked upon us when it was known that we had safely passed the test and were entered as sophomores in the class of 1854.

Sincerely yours,

JEREMIAH LOTT ZABRISKIE.

For several years now the institution ran in a regular and an easy way, always popular and always well attended. The event of each year was the public exhibition which took place in the month of April. Dr. Van Kleek was well qualified to exercise the young people in the art of writing and delivering orations. In 1845, from a program that is at hand, we find Mr. Peter I. Neefus speaking on the subject of "Indifference to Popular Elections," Mr. John H. Ditmas on "Infidelity," John L. Zabriskie, "A Discourse on Head-dresses." In 1846 the names of Mr. Ditmas and Mr. Neefus reappear on such subjects as "Duties of American Citizens," and "Lafayette." In 1848 we meet the name of Jacob

S. Wyckoff, who spoke on "The Vision of Belshazzar," and J. K. Smyth on "The Immortality of Man." In general, these exhibitions were remarkable for their length, forty-three different persons appearing on the same program with orations, compositions or declamations. Interspersed with these exercises there were the usual number of musical selections.

In the midst of this prosperity, at a meeting of the Board of Trustees, held April 4, 1848, the death of Dr. John B. Zabriskie was announced. He had been Clerk or Secretary of the Board since 1836, and his influence had been felt in the management of the Hall. The regard with which he was held by his colleagues is expressed by the following resolution, adopted by the Board: "Resolved, That we deeply regret the death of our associate Trustee, Dr. John B. Zabriskie, who by his long intercourse with us, by the faithfulness in the discharge of all his duties, by the purity of his life, and the disinterestedness of his motives, endeared himself not only to this Board, but to its members individually."*

Fannie Van Kleek

In 1849 Erasmus Hall was selected by the Regents as one of the institutions at which meteorological observations were to be taken. From that time on there was some one employed regularly to take these observations and report them. For many years this work was delegated to the Rev. Dr. Thomas M. Strong, a Trustee of the institution.

In 1850 the financial condition of the institution was at its best. The permanent fund had increased to $7,500. This money was invested and returned a regular annual income. A little later, in 1859, new rates of tuition were adopted. They were as follows: For spelling, reading, writing and arithmetic, $3 a term; for these with geography, $3.50 a term; for the same with English grammar and second arithmetic, $4 a term; for history, astronomy and composition, $5; for algebra and higher English branches, $6; for classics, that is, Latin grammar and English translations, $7; for the classics with higher branches, $8; for all

* Minutes.

other studies, from $8 to $10 a term. The year was now changed so that the vacation, consisting of nine weeks, occurred in the summer, while school extended from September to July, with the ordinary holidays.

On the 27th of February, 1860, after serving the Academy for about seventeen years, Dr. Van Kleek of his own free will gave the Trustees notice of his intention to withdraw from the principalship on the 1st day of May following. In his letter of resignation he gives no definite reasons for his action; but on the other hand, he says: "I beg that the Trustees may not ascribe the present movement to any failure on my part to appreciate the importance of their kindness to me, nor, in a word, to anything inconsistent with the kindest, most grateful, and most respectful regard." In reply, the Trustees express confidence in him and an appreciation of his work, cherishing, as they did, a high regard for him "as a man, a scholar, a Christian, and an instructor of youth."*

JEREMIAH LOTT. (TRUSTEE-PRESIDENT, 1829-1861.)

Transitional Period, 1860-1879

The next Principal was the Rev. William H. Howard, who filled the position from September 5, 1860, to May 1, 1863. He was a graduate of Oxford, England, and had been principal of an academy at Jersey Shore, Penn. In October, 1863, the Trustees report that "the entire discipline of the Hall has been greatly improved."† Among the assistant teachers of this time were two of some importance—Erskine Howard, educated at Western Military Academy, Kentucky, and Abbie Sexton, graduate of the State Normal School.

In 1860, Erasmus Hall caught the military fever. This is not strange, for two reasons: First, the Civil War was pending; and second, Mr. Erskine Howard was fully equipped for teaching military science. On the 13th of October the Trustees began to consider the matter of organizing a military department. Before the month was over, the department was established, and twenty

* Minutes, March 3, 1860. † Minutes, October 13, 1860.

Rev. William H. Howard

muskets, cartridge boxes, etc., were purchased. After the Howards left the school, efforts were made in vain to dispose of this apparatus, which seemed to be of no further use.*

It is interesting to note that at every turn in the affairs of village or county or State or Nation, Erasmus Hall Academy and its loyal Trustees stood "four-square to all the winds that blew" and foremost among the inspirers and promoters of good citizenship. When the idea of free education for every child as a necessity for making good citizens was advocated and the State provided a Common School Fund, when the library was suggested as a necessary part of any complete school equipment, when the State realized that in order to have progressive schools provision must be made for the better training of her teachers, when the process of grading was instituted as an improvement on the old method of grouping pupils in classes regardless of age and proficiency, when the country was calling her young men to arms in the defense of her Union and needed the private in the ranks as well as the officers trained in the military art—at every turn and at every call the Academy was ready to take the lead. The idea might be a new one and the Principal of the school might be little more than a transient, holding his place in the community for only a year or two, yet the spirit of progress and loyalty and patriotism was ever present and characterized the action of teacher and trustee at every crisis in the history of education.

Mr. Erskine Howard

Erasmus Hall was doubly fortunate in her guardians whose lives of usefulness were often extended into unusually long periods. When the end of service of such trustees came, the loss to the school was often a serious one. In this administration, indeed, there fell upon the Academy a very severe blow. At a meeting of the Board of Trustees on October 12, 1861, was announced the

* Minutes, October 13, 24, 1860; April 21, 1864.

deaths of both the Hon. Jeremiah Lott and Dr. Thomas M. Strong. Mr. Lott had served as President of the Board, without intermission, since 1829. Dr. Strong, the beloved Pastor of the Reformed Dutch Church of Flatbush, had served the Board as Chairman of the Committee on Visitation for almost the entire period of membership in that body. Possibly the later decadence of the Academy may be traced to the loss of these two great men in the administration of affairs. In 1863 the Committee on Visitation reported not enough pupils to pay the teachers. After the retirement of Mr. Howard, the data about teachers contained in the Minutes are very meager.

Rev. Eli T. Mack

On the 11th of April, 1863, Principal Howard tendered his resignation to accept a very urgent call to the pastorate; and the Rev. Eli T. Mack, having been duly elected to the principalship, entered upon his duties May 1st.* He served in this capacity for eleven years, and his departure, then, seems to have been regretted. The average daily attendance ranged from 80 to 103 pupils. His teaching force consisted of four or five assistants, including his daughters, Elizabeth, who had charge of the primary department, and Helen, who supervised the French department. Both were regarded as superior teachers. Soon after leaving the school, Elizabeth, on application to the Trustees, was furnished a good letter of recommendation.

The finances of the institution were in charge of Judge John A. Lott, and had the management been in less competent hands, the institution would certainly have met with disaster. In these years the total expense of a pupil at the Hall was $250 a year. In 1868, $32 were charged for English alone, $48 for English and higher branches, and $60 for English, the higher branches and the classics. In 1871 the tuition money amounted to $4,526.63. The

* Minutes.

JUDGE JOHN VANDERBILT

building was well filled with boarders, and the Principal was allowed $75 annually for taking the meteorological observations. Yet several times the Trustees were called on to remit the rent, and in the annual reports there was a tone of despondency. The Treasurer was authorized to dispose of certain bonds and securities. Before the close of Mr. Mack's administration, the reserve fund, so carefully guarded by Judge Lott, was reduced from $7,500 to $7,000.

The resignation of Mr. Mack, no doubt due to declining health, took effect on May 1, 1874. After Mr. Mack left the Academy there was a forced vacation of several weeks while the Trustees were searching for a successor. Finally, on July 14, 1874, Mr. Jared Hasbrouck was elected Principal, and he served in that capacity until July, 1879.

The great event of this period was the institution at the Hall of "Examinations for Regents' Certificates of Academic Scholarship." In 1875, February 25th and 26th were set aside for the first trial. A committee of the Trustees was appointed to superintend these examinations. Its report is long but interesting to those who are following the progress of educational methods. The rules for seating pupils, for opening the envelopes, for distributing questions, for furnishing paper and pens, and for refusing explanations have since been changed little if at all; so they need not be given here. The comments of the committee on the nature of the examination are very suggestive:

"The trial was a new and strange one to the pupils of Erasmus Hall Academy," they report, "and produced some nervousness calculated to prevent the pupils from doing themselves full justice.

ERASMUS HALL ACADEMY.

Public Exhibition, April 11, '44.

ORDER OF EXERCISES.

Prayer.

MUSIC.

William A. Young,	*Hohenlinden.*
John Garretson,	*Home.*
John A. Case,	*America.*
John H. Ditmas,	*Washington.*

MUSIC.

John L. Zabriskie,	*Heroes of the last war.*
James Depeyster,	*Razors to sell.*
Thomas Church,	*The Pilgrim.*
R. O. Crommelin,	*Casabianca.*
B. Bennem Rowland,	*The Bible as a classic.*

MUSIC.

George Lovett,	*Education.*
John L. Young,	*A pair of Beasts.*
Abraham Ditmas,	*British regard to civil liberty.*
William H. Story,	*Ring the bell.*

MUSIC.

Jacob P. Vanderveer,	*Marco Bozarris.*
George Martense,	*National character.*
J. Oakey, J. R. Vanderveer, A. Lott, A. Ditmas,	Dialogue— *An estate disposed of.*
Peter Cortelyou,	*Eloquence.*

MUSIC.

Robert O. Crommelin,	*National self-respect.*
Peter Wyckoff,	*Helps to read.*
John R. Vanderveer,	*Genius in America.*
John Oakey,	*Duelling.*

MUSIC.

George W. Warner,	*Simplicity of our Civil Institutions.*
Abraham Vanderbilt,	*The future.*
Abraham Lott,	Vacation—*The Valedictory.*

Program of Public Exhibition, 1844

Now that the nature of the trial is known, better results may be looked for hereafter. The questions proposed are open to some criticism as to their fairness and propriety, as for instance the one in arithmetic which called for an original problem in proportion. If we remember correctly there were two of these. We suppose that in very few schools are the pupils taught to make their own problems; and it is surely not just to spring such a proposition upon the class without warning and make it a test of knowledge. The sentence presented to be parsed was also, to say the least, of quite unusual English and by no means a specimen of chaste and elegant English. It was open to considerable variety of opinion as to how portions of it should be construed. It was hardly the right kind of a sentence to test the grammatical knowledge of the scholars of an academy."

DR. ADRIAN VANDERVEER, who had served on the Board since the 9th of May, 1818, died on July 5, 1857. His life had been an active one in many lines. In his profession, he was recognized as a leader, having served as Secretary of the Kings County Medical Society. In fact, the meeting preliminary to the organization of that Society was held at his residence February 25, 1822. In religious lines Dr. Vanderveer was a leading member of the Reformed Dutch Church. In 1825 he organized the Sunday School for the Flatbush Church. His death left a vacancy, extremely difficult to fill in the Board of Trustees of Erasmus Hall.

Thirteen pupils presented themselves for examination. The subjects were arithmetic, grammar, geography, spelling, and penmanship. In arithmetic there were two trials of two hours each. Twenty-four questions were given, eighteen of which must be answered correctly in order to pass the pupil. Four of the thirteen passed in this subject. In grammar, eighty questions were asked. Sixty correct answers were required for passing, and six passed. In geography, forty questions were proposed, thirty correct answers required, and six passed. In spelling, one hundred questions were given, eighty must be spelled correctly, and four passed. Specimens of penmanship were submitted. "The writing in nearly every instance was neat, distinct and satisfactory; but as no standard was submitted all that can be done is to send the specimens to Albany for examination."

The following is the summary of the results: Miss Bertha C. Cantries and Masters Charles N. Wells and Cornelius Bergen passed all the examinations, entitling them to Regents' certificates. Ellen G. Dean passed in grammar, geography and spelling;

Erasmus Hall Academy
will celebrate
on the Sixteenth day of June 1887.
in the Chapel of the
Reformed Dutch Church of Flatbush L.I.
at 7½ o'clock in the evening, the
One Hundredth Anniversary
of the
Incorporation in 1787.
by the
Regents of the University of the
State of New York.
The Board of Trustees request
your presence on the occasion.

Invitation to One Hundredth Anniversary

Stephen C. Halstead in grammar, Robert Lefferts in geography, and J. Talmadge Bergen in all except spelling.

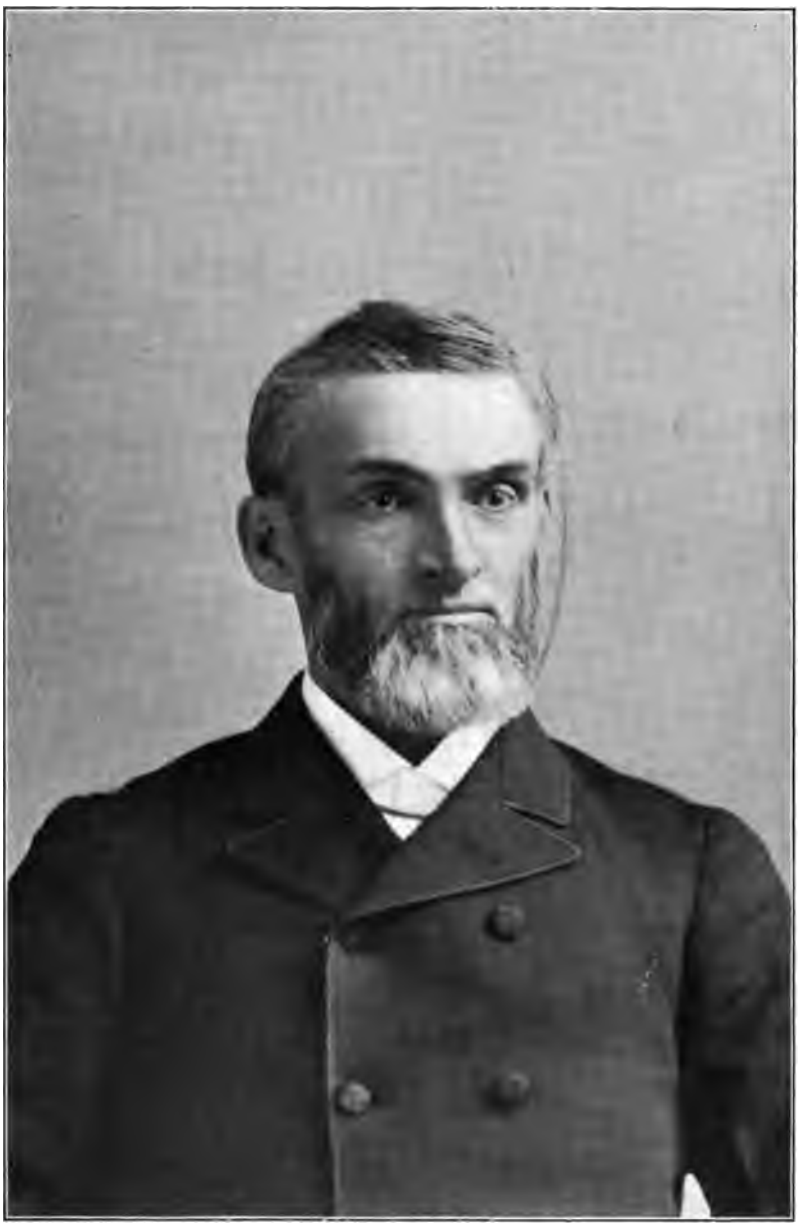
Judge John A. Lott

The report concludes as follows: "From the information they can obtain, your committee conclude that the results presented here are equal to those usually obtained when the trial is conducted in a spirit in accordance with the regulations of the Regents. In our case the rules were carefully and exactly observed. But it does not seem to us that this attempt of a method altogether new to both the scholars and the committee, affords results from which a fair judgment of the attainments of these pupils can be formed. If similar examinations are held hereafter, we will be better prepared to meet them."*

Administration of the Rev. Robert Grier Strong, 1879-1892

The Hasbrouck administration was brought to an end rather abruptly. On February 8, 1879, the Trustees notified the Principal that the rent of the Hall had been raised from $150 per annum to $500. On the 1st of March following, the authorities informed Mr. Hasbrouck that they desired to terminate his contract with the school. On the 10th of May the Trustees met at the residence of Dr. J. L. Zabriskie and elected to the Principalship the Rev. Robert Grier Strong, who had been their choice and had virtually accepted the position on the retirement of Mr.

* Minutes, March 22, 1875. This Committee consisted of the Rev. Dr. John M. Ferris, the Hon. Abraham Lott, and Dr. John L. Zabriskie.



Rev. Robert Grier Strong

Mack. At the time of his election, Mr. Strong had a flourishing private school in Flatbush and was able almost to dictate his own terms to the Academy Board. He accepted the principalship on certain stipulated conditions, one of which forever changed the nature and policy of Erasmus Hall.

The Academy had been a boarding school, and some of the principals had reaped harvests from their boarders. Mr. Strong, however, stipulated that the boarding department be completely separated from the scholastic. Mrs. John Werner was the first stewardess. For the privilege of boarding the pupils, Mrs. Werner agreed to pay $20 a month for the first year. After May, 1880, she was to pay at the rate of $300 a year, and after May, 1881, $400 or $500 a year, according to her success. The two departments ever after remained distinct. The old Academy had passed from a boarding school to a select day school.

Dr. Thomas M. Strong was called to the Flatbush Reformed Church in 1822. He was the first pastor settled over this church alone. Dr. Strong was born at Cooperstown, New York, in 1797. He was a graduate of Columbia College and of the Princeton Theological Seminary. His first pastorate was at Norfolk, Virginia. He died in Flatbush, June 14, 1861. By his denomination, Dr. Strong was regarded as one of the leading members.

In all the history of the Academy perhaps the greatest event was the celebration of the centennial anniversary of its founding. This important affair occupied two days, June 15th and 16th of the year 1887, at the close of the eighth year of Mr. Strong's administration.

The exercises of the first day began in the evening. The town-hall had been engaged, and the ball-room was decorated with red, white and blue bunting, flags and coats-of-arms. Flowers made up in every device known to the florist were carried into the hall in such profusion that one would think a floricultural show was in progress. They were placed along the front of the stage, on the steps, window, and in fact, wherever there was room. Throngs of intellectual, bright-eyed maidens, young men and numerous children, with proud papas and mammas, poured into the vast auditorium until it seemed as if the capacity of the building would prove inadequate for the audience. The Rev. William H. Campbell, D.D., who, it will be remembered, was Principal of the Academy from 1834 to 1839, opened the exercises with a short address to the pupils. Then a long program was rendered—declamations and orations, interspersed with excellent music. As this

was "Pupils' Day," those who participated in the program were pupils of the school. John B. Zabriskie's salutatory in Latin, entitled, "All are Nymphs of the Ocean Spray," elicited much applause. A unique exercise was the Salutation: 1787-1887, "delivered in old Long Island Dutch of 1787 by one of the oldest residents, Mynheer Jan Gerritse Carlsz Van Kouwenhoven." But when Alletta F. Stoothoff appeared upon the stage in "Old Mother Hubbard" as the grandchild, the audience went wild. A shower of bouquets fell around her as she was about to leave the stage.* The festivities ended for the first day only to be continued through the next.

The ceremonies of the second day were held in the chapel of the Reformed Dutch Church. Long before the evening program began, the Trustees and their invited guests assembled in the old Academy building or on the grounds of the Hall adjoining the chapel, and sat under the shade of the old porch and the grand old trees which dot the lawn. Old pupils were present in large numbers and the flood of history and reminiscences was thoroughly enjoyed. Meanwhile the crowd was assembling in the chapel. They came not only from the village of Flatbush, but from Gravesend and Flatlands and New Utrecht and New Lots, just as pupils used to gather in the days of "Auld Lang Syne," from the same towns for instruction in the Academy. A corps of ushers attended to the seating of the audience. At the back of the platform the National colors were draped in graceful festoons, and upon them hung a large water-color of the Academy building as it appeared in 1826. It looked then as it does to-day, save that now there are more trees about it. Indeed, Erasmus Hall to all outward seeming stands to-day just as it did when in 1787 the building was opened for school purposes.

JEREMIAH LOTT was the son of Johannes E. Lott and was born October 14, 1776. In 1801, he was appointed Clerk of the Board of Supervisors of the County of Kings, holding that appointment for forty-two years. For four terms, between 1814 and 1839, he represented his county in the State Legislature. He held the office of surrogate, to which he was appointed in the year 1814, successively for the period of nineteen years. In the War of 1812 with Great Britain, he held a captain's commission in the Flatbush company of militia.—*Mrs. Vanderbilt*, p. 189.

The exercises opened with prayer offered by the Rev. J. Paschal Strong, formerly a pupil of this school. After music, the address of welcome was delivered by the Rev. C. L. Wells, Pastor of

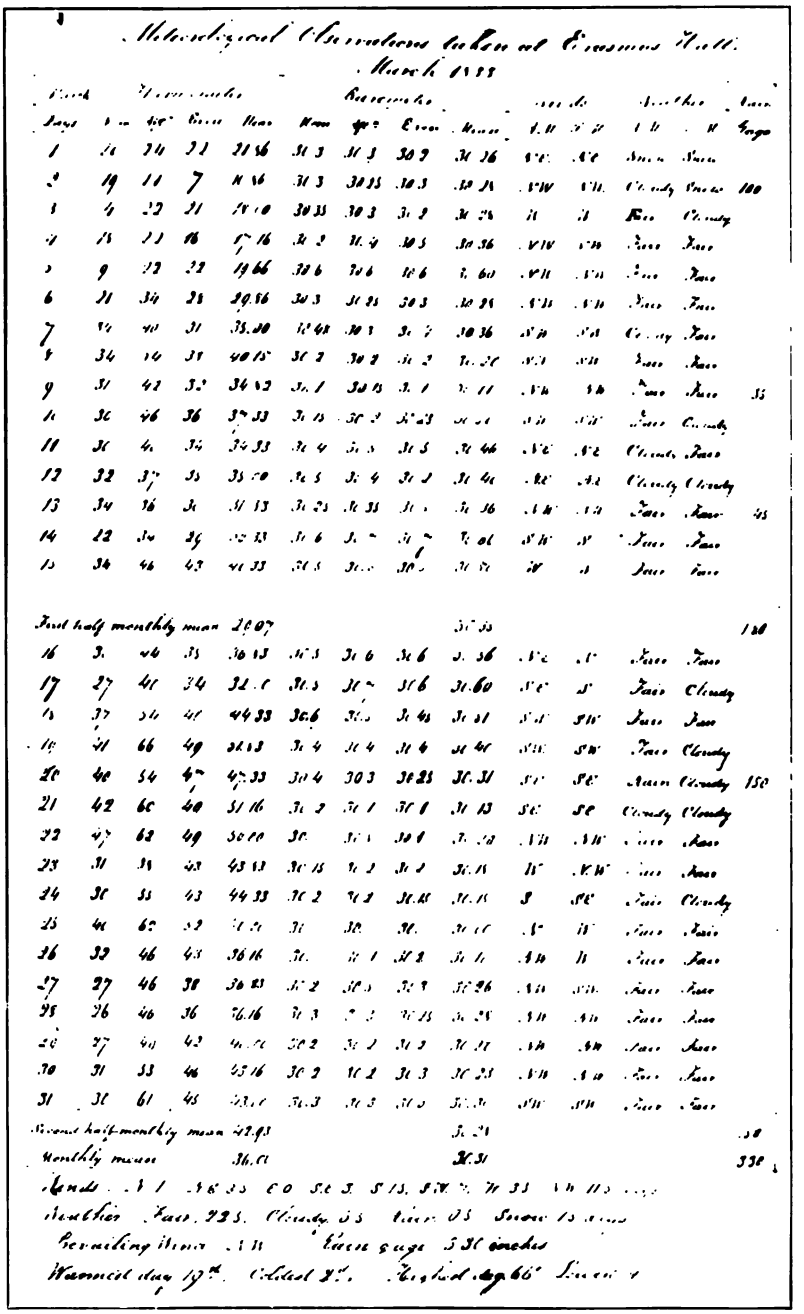
* Quoted quite literally from a newspaper clipping.

Rev. Robert Grier Strong, son of Dr. Thomas M. Strong, was a native of Flatbush. In succession he graduated regularly from Erasmus Hall, New York University and the New Brunswick Theological Seminary. After spending nearly three years as assistant pastor of the Reformed Dutch Church of Flatbush, he served for nine years as pastor of a Church at New Brunswick, New York. In 1870, he opened a private school in the lecture room of the Reformed Dutch Church, Flatbush. When he became Principal of Erasmus Hall, he moved "his prosperous and successful select school into the Academy building." He died on April 22, 1892. The interment was in the family plot in Greenwood Cemetery.

the Reformed Church of Flatbush. He spoke to the following effect:

Custode deo crescet was the motto adopted by the founders of the Academy. It expressed a hope and was a prophecy. They declared that it would grow under Divine Providence; it has grown under Divine Providence, and all the years of the century that have passed have seen it exerting a wide influence for sound learning and pure religion. The institution has sent forth many who have vindicated the usefulness and glory of such a training. We are here to welcome you on the one hundredth birthday of the Academy. We welcome those who have been teachers or pupils in the institution. We have with us to-night the Rev. Dr. Campbell, who was once a principal of the institution fully half a century ago. His memory is cherished by all who were so fortunate as to enjoy the benefits of his teaching. It was not my fortune to study under him at Erasmus Hall, but at New Brunswick I enjoyed the pleasure and benefit of his instruction. All that I know of the language of the Scriptures I owe to his training. We can look back over the past with gratitude to the Providence of God. The union of religious influence with literary training has been the aim of those who have controlled the destinies of the school. The founders believed in God and in the word of God and they sought to embody those principles in the school which they founded and they succeeded. The portrait of one of the incorporators, Dr. John H. Livingston, looks down upon us from the wall. So also does the portrait of Erasmus, who might be called the patron saint of the Reformed Church. To read the roll of the incorporators sounds like calling the roll of families who are our familiar acquaintances to-day. Among them we find the names of Lott, Vanderbilt, Vanderveer, Suydam, and others. Once more I say to all the scholars, patrons and friends of the institution, we bid you welcome—in this chapel dedicated to the worship of the Triune God. When the influences of sound religion and God's word go hand in hand with sound literary training, the desired ends of education are accomplished and the social problems of the age will not be difficult of solution.

A historical sketch of Erasmus Hall Academy was read by the Rev. John M. Ferris, D.D., President of the Board of Trustees, and editor of the *Christian Intelligencer*, who then introduced the Rev. William H. Campbell, who was the unique figure of the occasion. The venerable gentleman, white-haired but still strong and vigorous, was received with prolonged applause. After



Meteorological Observations taken at Erasmus Hall.

March 1833

Days													
1	26	34	32	31 46	30 3	30 3	30 9	30 36	NE	NE	Snow	Snow	
2	19	11	7	N W	30 3	30 35	30 3	30 28	NW	W.	Cloudy	Snow	100
3	4	22	21	N W	30 33	30 3	30 2	30 28	N	N	Fair	Cloudy	
4	18	23	18	19 16	30 2	30 4	30 5	30 36	NW	NW	Fair	Fair	
5	9	22	22	19 66	30 6	30 6	30 6	30 60	NW	NW	Fair	Fair	
6	21	34	28	29 16	30 3	30 25	30 3	30 24	NW	NW	Fair	Fair	
7	24	40	31	35.00	30 43	30 1	30 2	30 36	NW	NW	Cloudy	Fair	
8	34	14	31	40 15	30 2	30 2	30 2	30 26	NW	NW	Fair	Fair	
9	31	42	32	34 63	30 1	30 13	30 1	30 11	NW	W	Fair	Fair	35
10	36	46	36	39 33	30 13	30 2	30 23	30 24	NW	NW	Fair	Cloudy	
11	30	44	34	34 33	30 4	30 3	30 5	30 46	NE	NE	Cloudy	Fair	
12	32	37	33	35 00	30 5	30 4	30 2	30 40	NE	NE	Cloudy	Cloudy	
13	34	36	34	35 13	30 23	30 35	30 3	30 36	NW	NW	Fair	Fair	45
14	22	34	34	32 33	30 6	30 3	30 3	30 01	NW	W	Fair	Fair	
15	34	46	43	41 33	30 3	30 3	30 3	30 31	W	W	Fair	Fair	
First half monthly mean 29.07								30 33					130
16	30	44	35	36 13	30 3	30 6	30 6	30 36	NE	NE	Fair	Fair	
17	27	41	34	32 00	30 3	30 3	30 6	30 60	NE	E	Fair	Cloudy	
18	37	54	41	44 33	30 6	30 3	30 43	30 31	NW	NW	Fair	Fair	
19	41	66	49	54 13	30 4	30 4	30 4	30 40	NW	NW	Fair	Cloudy	
20	46	54	47	49 33	30 4	30 3	30 23	30 31	NE	NE	Snow	Cloudy	150
21	42	60	40	51 16	30 2	30 1	30 1	30 13	NE	NE	Cloudy	Cloudy	
22	43	63	49	50 00	30	30 1	30 1	30 28	NW	NW	Fair	Fair	
23	31	34	43	43 13	30 15	30 2	30 2	30 15	W	NW	Fair	Fair	
24	30	53	43	44 33	30 2	30 2	30 10	30 15	S	SE	Fair	Cloudy	
25	41	62	52	54 00	30	30	30	30 00	N	W	Fair	Fair	
26	32	46	43	36 16	30	30 1	30 2	30 11	NW	W	Fair	Fair	
27	27	46	38	36 83	30 2	30 3	30 3	30 26	NW	NW	Fair	Fair	
28	36	46	36	36 16	30 3	30 2	30 25	30 28	NW	NW	Fair	Fair	
29	37	40	42	40 00	30 2	30 2	30 3	30 21	NW	NW	Fair	Fair	
30	31	53	46	45 16	30 2	30 2	30 3	30 23	NW	NW	Fair	Fair	
31	30	61	48	53 00	30 3	30 3	30 3	30 30	NW	NW	Fair	Fair	
Second half-monthly mean 42.93								30 24					30
Monthly mean				36.01				30.31					330

Wind . N 1 . N E 33 E 0 S E 3 S 15 S W 2 W 33 N W 13 . . .

Weather . Fair . 23 . Cloudy 5 3 . Rain 05 Snow 13 . . .

Remarking Items . 31 Thermometer gauge 30 inches

Warmest day 19th . Coldest 3d . Highest deg 66° Lowest 0

Miscellaneous Remarks.

3	About 12 inches of snow – very high wind and snow drifted much – the wind's first q 2 PM 4°
5	About 3 inches of snow during the night. ceased snowing about 8 A.M and cleared
12	Thick fog during the day and rain during the night
16	Frogs first heard
17	Rabens heard – first frog
19	Very bright rainbow about 8 A M – slight showers at intervals
21	Thick fog in the morning
23	Woodcock first heard
27	Thick fog and some ice
28	Blue violets in blossom

relating the circumstances of his first coming to Erasmus Hall,* Dr. Campbell spoke somewhat as follows:

I formed friendships then that last till this day, those of them that are still living. I was made President after the resignation of Dr. Kellogg, and I did the best I could to discharge my arduous duties. I am glad to be here to-night. Hallowed memories surround us. I would like to mention some of those I loved and who have passed away, but will refrain from doing so for fear that in my haste I might overlook some of the honored names. The living of you among whom I have lived so long I love, and of those dead I speak but words of reverence. I love Flatbush and love the people who live here. What a blessing it will be if the second century of our Academy shall be better and younger than it ever has been. That this may be and that God's blessings may rest upon you all is my constant prayer.

As the representative of the Regents, Dr. St. Clair McKelway next spoke.

He said that he had been much impressed with the interest and suggestiveness of Dr. Ferris' history, and with the ability and attractiveness of Dr. Campbell's reminiscences. To both gentlemen he paid a high compliment. The three points which he elaborated were: (1) The steady progress and improvements in methods which the Academy had made in one hundred years; (2) the constancy with which it adhered to its foundation principles of morality and religion, and (3) the creditable fact that it had never called on the town for tax money but had supported itself. He closed by adjuring the people to emulate and even to exceed in the future the excellent record which Erasmus Hall had made in the past.

The next address was delivered by the Rev. J. Howard Suydam, D.D., of New Jersey, who represented the students of the Academy. He was a Flatlands boy in earlier days, and gave reminiscences connected with his school days in the Academy.

I lived, said he, in New Lots, when a very small boy, and I recollect the May anniversaries when we had to meet in the church here. I

Mrs. Robert Grier Strong was a pupil of Erasmus Hall. She is closely connected with the institution through a long line of ancestors. She is the daughter of Dr. John B. Zabriskie, the granddaughter of Jeremiah Lott, the great grand-daughter of Bateman Lloyd, the great great granddaughter of Jacob Lefferts, the sister of Dr. J. L. Zabriskie (deceased) and the aunt of Dr. J. B. Zabriskie, Jr., all of whom were Trustees of the Academy. As Mr. Jacob Lefferts was a charter member of the Board of Trustees of the Academy and Dr. J. B. Zabriskie, Jr., was elected a Trustee at the last meeting of the Board before the transfer of the school property to the city of Brooklyn, Mrs. Strong is a connecting figure between the very old and the very new. The author of this part of the *Chronicles* desires in this place to acknowledge his indebtedness to Mrs Strong for help, suggestions and material.

*See p. 70.

was attending the district school at New Lots. I remember that I used to peep through the fence at Erasmus Hall and say that one day I would go to school there. I remember that when Dr. Zabriskie, the father of our present friend, brought the first school library to Flatlands, I read through every book in that library. When I came to Flatbush to school, I noted, what I also noted in the last catalogue, that everybody was related to everybody else. I thought Flatbush was the most beautiful place I had ever seen, and a good deal of that feeling lingers with me yet. The Rev. Mr. Van Kleek was then in charge. He was a thorough-going teacher, going to the roots of things. In two years he prepared me in Latin grammar for the junior class in college. We used to pronounce differently in those days from what they do now. I think there ought to be a convention to settle this matter of Greek and Latin pronunciation so that one shall not say "Cicero," and another "Kickero." It is a very great trial to those of us who try to keep up with the times. I wish I had the time to mention some of the boys of that day. They are a good ways from boyhood now. They are scattered all over the world. So the influences of the Academy have radiated through all the earth. In conclusion the speaker recommended the example of Erasmus as a type of sound scholarship and polite literature, and Vanderwort, of Leyden, as an example of the man who would not yield to the enemies of religious truth. The two men, he said, presented an example which should be emulated by Erasmus Hall.

The Rev. Dr. Wells next read a most interesting paper prepared by Mrs. Vanderbilt, of Flatbush, entitled "Reminiscences of School Days at Erasmus Hall." It gave the old school from the coigne of vantage of the girls' school-room. Mrs. Vanderbilt wrote as follows:

MRS. GERTRUDE LEFFERTS VANDERBILT was the daughter of John Lefferts, who was a Trustee of Erasmus Hall Academy from 1807 until his death in 1829; the wife of Judge John Vanderbilt, a Trustee from 1841 to 1877, and the mother of Lefferts Vanderbilt, a Trustee from 1878 to 1895. She was a pupil under Mr. Kellogg and Dr. Campbell. She is remembered as the author of a "Social History of Flatbush."

With all the congratulations presented on this pleasant occasion, we mothers who were once children here wish also to add our greeting. We who have sons and daughters to take our places can recall many pleasant memories of days spent at school in Erasmus Hall, our alma mater as well as yours. Accepting the privilege accorded us, we would add our quota by introducing the social element in the form of some reminiscences of the girls' school-room. Life being in the decline with us, there may be a sunset glow thrown over these memories irradiating them with brighter colors than were theirs at the dawn. Some of us here present to-night (now past the meridian of life) may go back as far as when Mr. Kellogg entered our names on his roll-book as children in his primary department. That age and this are marked with differences every step of the way, and the changes 'twixt now and then challenge a contrast from the very beginning, for those were the days of quill pens. Steel pens formed no part of our school outfit. A neat bundle of goose quills always had their place on the teacher's desk. . . . He (Mr. Kellogg) was

always pleasant and gentle, ever ready with his sharp penknife to mend a sputtering quill or to accept it as an excuse for poor penmanship or for want of neatness in a copy-book. In those days we walked to school through the rural beauty of the village street, sometimes loitering under the shade trees, sometimes hurrying as we heard the tinkle of the cowbell as the herd were driven home from pasture and we were afraid to pass some dilatory animal that lingered to graze on the sidewalk. On rainy days no public conveyance gave us the facility now offered to reach school at a cost of five cents. Some accommodating parent harnessed up his horses, and the wagon stopped and took in all the neighbors' children who lived on the way. As a means of heating the houses furnaces were then unknown. Our school-rooms were heated by cast-iron stoves. We can recall one of these in a recitation room. Curiously enough it had an oven in it with two doors opening out on either side. The class sat close to this stove—half on one side and half on the other. The French teacher often wondered why the covers of our books were so scorched. It would not be telling tales out of school at this late hour to explain how it happened; but perhaps it might betray to this generation the stratagems of their grandparents when lessons were not properly committed to memory. I am free to admit, however, that there is very little in this direction that we could teach the children of the present day. . . . The boys had a yearly exhibition, and on that occasion a platform was erected in front of the pulpit in the church. We thought our brothers and cousins and young friends who spoke upon that platform as eloquent as ever Webster or Clay might have been. We expected them in after years to fill the highest places of honor that the nation could bestow. Nothing less than public recognition from the Mississippi to the Atlantic Coast was considered to be their just due. At one of these exhibitions instead of selections from the celebrated orators and poets of the world, the boys were taught to take sides in a discussion on the character of Napoleon Bonaparte. . . . Among our teachers we recall with affectionate respect Dr. Campbell. We look up to him, however, with something like awe, because it was whispered among us that he could speak in Latin, Greek and Hebrew just as easily as he could in English. We also recall Professor Mark Hopkins Beecher, who among

Dr. Adrian Vanderveer

other things taught us botany and took his class out in the woods botanizing. As on these occasions we begged for the tin cake boxes from the pantries in which to collect our specimens (and carry cake) these botanizing excursions were not as popular with our parents as with ourselves. We were delighted with the tramp through the woods which this method of acquiring knowledge afforded us. And here again is a contrast between past and present, for Flatbush was encircled with woods then. Now, chestnut, oak and hickory have disappeared like the frailest wild flowers they sheltered. This being before the days of sewing machines, one afternoon in the week we were taught to sew. It is a good thing for girls to learn. I commend it to teachers of the present day. In order to combine this with mental improvement some one read aloud to us. I fear we did not appreciate this surreptitious method of hindering us from whispering while engaged in sewing. It was not a very varied menu from which our minds were daily fed. The books (which you may still find on top shelves of old closets) are a little antiquated now. The geographies did not tell us much of the country west of the Mississippi River, and our maps left blank and empty spaces where now there are thriving states and great cities. We studied algebra and geometry, rhetoric, Kames's "Elements of Criticism," history, both ancient and modern. The history of the United States scarcely brought us into the days of Martin Van Buren. Just think how much that leaves untold. With many sighs and tears we struggled over the writing of compositions. We do not wonder now at the tears when we remember that we children were expected to write criticisms on Young's "Night Thoughts," Pollock's "Course of Time," or Harvey's "Meditations," with now and then a review of "Paradise Lost."

Dr. Homer Lyman Bartlett, Trustee of Erasmus Hall after October 8, 1870, was a native of Jericho, Vermont. Contrary to his father's wish, he pursued the study of medicine, graduating from the College of Physicians and Surgeons in New York City. Establishing himself in Flatbush, in 1857, he attended to an extensive and exacting practice from Brooklyn to the sea. Ever foremost in promoting improvements in the village, he was the originator of the Health and Police Boards, and superintendent of each for a time; a leader in the Gas and Water Works companies; prime mover in starting the Midwood Club, becoming its first President, and a supporter of every worthy local enterprise. He was besides an industrious writer and contributor to newspapers, medical journals and other publications, and was considered an authority on matters pertaining to the history of Long Island, having collected from original sources, facts and legends, which he wove into story, romance or article. Thus Dr. Bartlett was a many-sided character, broad-minded, public-spirited, tender-hearted, witty and humorous. He died at Thomasville, Georgia, February 3, 1905.

Erasmus Hall library was to us a place full of wonders, for besides the books there were glass cases filled with natural curiosities, bugs, beetles and lizards preserved in alcohol; weapons from the Cannibal Islands; ornaments worn by natives of the South Sea Islands, and mineralogical specimens from the far West of Ohio and Illinois. There was nothing there from Japan, and the fact marks another stride forward in history, for where now do you find shelves which are not filled with curios of Japan? There were also in

the library, glass retorts and all sorts of instruments for experiments in chemistry—in fact, quite a laboratory. We had frequent lectures on chemistry and natural philosophy during the winter. Brooklyn and Flatbush were widely separated at that time by woods and muddy roads, and the absence of public conveyances, so that it was difficult to attend lectures in winter, and lectures were held in high estimation then as a valuable means of instruction. The wonders shown by means of the glass cylinders and retorts seemed to us children like nothing short of necromancy. . . . We sometimes had lectures on astronomy illustrated by an orrery, in which Jupiter and Saturn and all the planets in their turn were suspended from the ceiling and spun around the sun in a very creditable manner, unless, as sometimes happened, some moon got a little refractory and accompanied the wrong planet, or Mars got in undue haste and usurped the orbit of some other world. Had the great solar system acted upon the same erratic principle, I fear that to-day we should not have a world in which to keep the centennial of Erasmus Hall. We took books weekly out of the library and read them faithfully. Owing to the various chemicals kept in that room the books eventually were permeated by a peculiar odor which became associated in our minds with histories and biographies, so that when about this time a teacher, giving us a biographical sketch of some old worthy, remarked that he died "in the odor of sanctity," we thought that of course we understood perfectly what was meant by the phrase. The old library made it plain to us; yes, we knew. Oh, the simplicity of little children!

In a school where there were boys and girls studying together a little flirting might perhaps be expected, but it was very harmless and innocent, and we all know of some happy marriages in which the acquaintance began in the companionship in the school. Beside secular instruction, our religious training was not forgotten. The school was opened by religious exercises, and on our way home Thursday afternoons we were gathered in the old consistory rooms to repeat our catechism to our beloved pastor, Rev. Dr. Strong. These catechetical exercises were considered as important as other studies, and we were reprimanded if we failed to attend. While we admit that the old forms of instruction have been superseded by newer and better methods, yet we feel that the minds of the children were less taxed then, and there was a slower and more natural unfolding and ripen-

Rev. Dr. John Mason Ferris was born in Albany, New York, January 17, 1825. He attended, in turn, the Albany Academy (1832-1835), Forrest and Mulligan's School, New York City (1835), and Columbia Grammar School (1836-1839). He graduated from New York University in 1843, and in 1849, entered the Theological Seminary at New Brunswick, New Jersey. Soon entering the work of the ministry, he served successively as pastor of Reformed Churches in Tarrytown, New York, Chicago, Illinois, and Grand Rapids, Michigan. While there he taught in what is now Hope College, at Holland, Michigan. In the fall of 1865, he was elected Corresponding Secretary of the Board of Foreign Missions of the Reformed Church in America, and while in this position had a share in the opening of Japan to intercourse with the world, and in providing for the education of Japanese young men in the United States. In 1883, he became editor of the *Christian Intelligencer*, a position which he still holds with the privilege of writing when he chooses.

ing of the faculties, so that our girls seemed to retain longer the sweetness and simplicity of their childhood. When we look upon the gray-haired matrons who are here among the happy groups of their children to-night, we can scarcely realize that these are they to whom we have alluded as school-girls. So the swift years pass; later generations have come to maturity; other children have taken our places; many have entered upon the better life. We can recall bright young faces to whom is that immortality of youth which is given by early death. We who were once in the girls' school-room of Erasmus Hall are glad to be present and add our word of greeting to-night. We rejoice that our sons and daughters have had the opportunities which this school has afforded. We want them to be good and useful men and women. Looking at the device assumed in the last century, and placed in the books in the library, we would also point them forward and onward, saying as we do so, "*Fortiter! Ascende!*"

The choir sang the "Hallelujah Chorus" from the "Mount of Olives," and then the audience joined in singing the "Doxology." The Rev. Dr. Campbell dismissed the gathering with the benediction. A collation followed at the Hall, the grounds of which were perfectly illuminated with Chinese lanterns.*

JUDGE JOHN VANDERBILT was a Trustee of Erasmus Hall from 1841 to 1877, the date of his decease. He had served terms as County Judge and as State Senator, and had been nominated for Lieutenant-Governor. Though for many years prior to his death he had been an invalid, in the "fifties," "he was easily the most popular and one of the most considerable men at this end of the Empire State." — *The Brooklyn Eagle.*

The career of Mr. Strong continued at the Academy for nearly five years after this interesting celebration. The success of his labors may be gauged by the income, which, after paying his assistants, ranged annually from $1,700 to $2,320. In these last years of Mr. Strong's administration the subject of physical training, as well as intellectual, was attracting the attention of educators. The pupils of Erasmus Hall at once showed their interest in this matter. On February 9, 1889, the male pupils of the Academy sent a communication to the Board of Trustees asking for an appropriation for the purchase of apparatus for use of the gymnasium class. The Trustees appropriated $50, provided the Principal approved of the matter.

So the work continued until the spring of 1892, when, after a brief illness, death closed the career of Mr. Strong, one of the most beloved of the Principals of the Academy. To the work of instructing the young he had brought the conscientious and faithful endeavor that had ever characterized him. As a teacher

* Largely quoted from *The Brooklyn Eagle.*

he aimed at the full development of the scholar. He won the confidence, the esteem, the affection of those he taught; his moral influence was of the highest order. Such forces perpetuate themselves and live in other lives. The success of the institution was as great as could reasonably have been expected under the circumstances.* The Minutes of the Trustees† contain the impressions of the members of the Board regarding the Principal and his work:

"The Board laments the loss of the Rev. Robert Grier Strong, who entered into rest on April 22d, after a wasting illness patiently endured through a large part of the present school year. He was a graduate from the Academy, having received here his entire education previous to entering college. For the past eight years he has been Principal of this Academy, in which position he has rendered faithful and efficient service. As the only pastorate of Mr. Strong was spent at New Baltimore, in this State, the majority of the members of this Board have been his associates through life, and having an intimate knowledge of his character and career, hereby bear testimony to the integrity of his life, his conscientious and faithful discharge of the duties, of the relation he has sustained as a man, a citizen, a Christian, a minister of the gospel, and as a teacher. His life has been a devoted and a useful one.

ADRIAN VANDERVEER MARTENSE, son of Jacob Van Brunt Martense and Eliza Vanderveer Martense, and grandson of Dr. Adrian Vanderveer, succeeded his father as Trustee of Erasmus Hall on February 11, 1882. He prepared for college at the Academy. After graduating from Rutgers and Columbia Law School, he practiced his profession in Brooklyn until his death, which occurred in January, 1898.—*Mrs. Eliza A. Martense.*

"During the years of his principalship, service of high value to the community has been rendered. Many of those who have been under his instruction will hold him in affectionate remembrance."

Erasmus Hall Transferred, 1892-1896

After Mr. Strong's decease, Erasmus Hall Academy lapsed into a period of decline. His immediate successor was Dr. R. Arrowsmith, a graduate of Columbia, and a post-graduate of

* Funeral oration by Dr. Wells. † May 7, 1892.

Berlin University, Germany. The following letter to Dr. W. B. Gunnison, the present Principal of Erasmus Hall, embodies the experiences of Dr. Arrowsmith:

DEAR DR. GUNNISON: The year 1892-1893 was so uneventful in the old Academy that I fear I can contribute little of interest to the history of the school. Perhaps the most significant feature was the final severance of Church and State effected by the appointment of a lay Principal, all the long list of my predecessors for one hundred and five years having been clergymen.* The year also offered a fresh proof of the inadvisability of attempting to put new wine into old bottles, and marked the end of the old Academy system, at the same time indicating very clearly the only possible lines of future development which the school has since then so successfully followed.

HON. JOHN A. LOTT, who died July 20, 1878, had been a Trustee of Erasmus Hall almost fifty years. He was Treasurer of the Board from 1850 until his death. "He came to this school the son of a respectable farmer. He closed his long and distinguished public life as the Chief Commissioner of Appeals of this State, one of the highest and most responsible judicial positions in the country. . . . By his death, this Board has lost an invaluable counsellor and officer; the Academy, a most active and devoted friend, and this town, its most eminent citizen."—*Minutes of Trustees.*

In 1892 the Academy became demoralized, for the death of Mr. Strong had weakened the ties of personal and Church loyalty to the Academy; a new population, to whom the traditions of the school meant nothing, was rapidly taking the place of the old families; while the growth of the public schools had to a large extent left no place for the type of education which the Academy had provided for so many years.

It was evident that the character of the school must be radically changed if the Academy was to continue. Accordingly, courses of modern character were laid out, trained teachers were engaged, provision was made for pupils from the primary grade to college preparatory students, and plans were formed for extending in various directions. The cost of such equipment, however, made a substantial increase in the tuition fee essential, and this proved to be the rock on which the future of the school as a private institution was shipwrecked. Between the memory of the very low tuition of the past, and the advantages offered without cost by the public schools, it was found impossible to collect more than about twenty-five pupils, a patronage which of course did not even meet the running expenses—and at the end of an otherwise pleasant year, the experiment was regretfully abandoned.

DR. CORNELIUS LOW WELLS was almost the immediate successor of Dr. Strong as pastor of the Reformed Dutch Church of Flatbush. A native of New Brunswick, New Jersey, he graduated, in turn, from Rutgers and from the Theological Seminary. To crown his scholastic life, his *Alma Mater*, in 1878, conferred on him the degree of Doctor of Divinity. While at Rutgers and at the Seminary, he studied under Dr. Campbell, once Principal of Erasmus Hall. Dr. Wells died on December 12, 1904, in the seventy-second year of his age.

* This statement may mislead. Both Dr. Wilson and Mr. Kellogg were laymen.

The main building was in use as a private boarding house, and, as only day pupils appeared, the arrangement was continued, the three old-fashioned school-rooms affording plenty of space for the small body of students. The present office was the parlor, connecting with the dining room. All the rest of the house was given up to private apartments, of which the Principal shared the huge southwest corner room on the second story with a regiment of very active rats of nocturnal habits. The focus of the Academy then as now was the unique mantelpiece now in the Principal's office, but at that time in Mr. Lott's room on the second floor; and it is still a source of regret to the former

Rev. Thomas M. Strong, D.D.
(See p. 99.)

Principal that his many plans for securing possession of the ancient relic were not put into effect. The old library, too, with its antique volumes, distinguished chiefly for their utter uselessness except as historical monuments; the curious collection of educational apparatus and scientific appliances were never failing sources of enjoyment, though only, I fear, to the instructors. Of modern equipment there was nothing; yet the year was full of interest to the teaching force, and, I trust, to the pupils also, since the small classes made possible very close relations between teacher and student and a personal interest in individuals which the large numbers of to-day do not permit.

The contact with the past, also, in the fine old building with its splendid setting of lawn and great trees, was not without its moral effect. Something

of the old academic atmosphere was still there and made itself felt;—but the Academy had served its purpose to many generations, and it was time for it to come under the new order of things, and begin a larger though perhaps not more important influence, than that which old Erasmus Hall had exerted on its day and generation.

Very truly yours,

R. ARROWSMITH,

January 25, 1906. 100 Washington Square, New York.

Dr. Arrowsmith was succeeded by Miss Mary Wheeler Hawley, a graduate of Van Wagenen's Training School, New York City, who served as Principal from March 3, 1893, to July, 1896. Among her teachers was Mr. Allen B. Doggett, of the Royal Academy, Munich, who still retains his connection with the school. In 1893 there were one male and three female teachers in the school. In 1895 the number of female teachers had increased to six. The school was in this condition when the plan of transferring it to the City of Brooklyn was consummated.

JOHN Z. LOTT, the present Secretary of the Board of Trustees, was born in Flatbush, July 11, 1838. He was prepared for Union College at Erasmus Hall. After completing his course at Union, in 1857, he entered the Law School of New York University, from which he graduated in 1860. He is now the President of the Flatbush Trust Company.

When Flatbush became a part of Brooklyn, Erasmus Hall Academy was found to be almost in the geographical center of the city. Then came the trolley cars bringing scores of new people who were searching for homes. The old farms were sold to stirring real estate men; they were transformed into city lots; beautiful dwellings of a newer type supplanted the old Dutch houses; the old town could not maintain her staidness. Flatbush awakened one spring to find that she was a real live suburb of a very live city.

Dr. John L. Zabriskie, Secretary of the Board of Trustees of Erasmus Hall, soon after the incorporation of Flatbush into the larger city, became a member of the Brooklyn Board of Education. The old academy was not as flourishing as it had been; in fact, it had become little more than a boarding house and a kindergarten. The young people of the community were searching the greater city for suitable schools. Then it occurred to several members of the Erasmus Hall Trustees that the celebrated school would take on new life if the public were made its guardian.

The subject must have been a very delicate one for the Trustees to handle. The old Hall had endeared itself to every man, woman and child in the village of Flatbush. Every member of the old families had spent his school days within its sacred walls. There was the accumulated sentiment of more than a century surrounding the institution. To many the plan of turning the school over to the unfeeling care of a cold and unsentimental public bordered on sacrilege. The Trustees, no doubt, fully realized just what opposition there would be to even the suggestion of plans for the transfer, yet they had the courage to stand by their convictions and to act for the good of the school. The movement, indeed, was fostered and supported by the leading members of the families who had always given their earnest support to the Academy. On the 20th of June, 1895, Mr. John Z. Lott offered to the Trustees the following resolution, which was unanimously adopted on condition that the consent of the Consistory of the Reformed Dutch Church of Flatbush could be obtained:

"Resolved, That it is the opinion of the Board that it is for the interest of the Academy and of the Twenty-ninth Ward of the City of Brooklyn that the Academy should be placed under the care of the Board of Education of the City of Brooklyn.

"Therefore, resolved, That the Board offer the grounds of the Academy to the Board of Education of the City of Brooklyn upon the following conditions, viz.: In consideration of the gift of the land the Board of Education are to erect and maintain upon said land a High School Building of the same character and grade as other High School Buildings in the City of Brooklyn."

JOHN LEFFERTS

John Z. Lott, Henry Sherrill and Dr. Homer L. Bartlett were appointed a committee to present the matter to the Board of Education.*

The resolution came before the City Board on July 10th. A committee consisting of Messrs. Weir, McNulty and Zabriskie was created to investigate the matter. Dr. Zabriskie was soon removed by death, and Mr. Richard Young was appointed to his place on the committee. This appointment was made November 12, 1895. Almost the first official duty of Mr. Young was a conference with the Trustees of Erasmus Hall. He was present at a meeting of that Board on December 28, 1895. It was reported by the committee that the Board of Education had accepted the offer of the Trustees. It was agreed that the offer should include library, equipment and endowment. It was indeed a generous gift. Yet, probably, even the recipients did not realize to the full extent the true value of the property received, when at a meeting of the Board of Education of the City of Brooklyn, held December 3, 1895, the following resolution was adopted:†

Rev. Cornelius L. Wells, D.D.

"Resolved, That this Board does hereby determine and decide to accept the gift of Erasmus Hall and grounds in the Twenty-ninth Ward, and to establish and maintain a high school thereon in accordance with the stipulations contained in the proposition of the Trustees thereof, dated July 10, 1895, and the Corporation Counsel is hereby requested to prepare the necessary papers to vest

* Minutes, June 20, 1895. † See Minutes of the Board of Education, 1895.

the title of said buildings and grounds in the Board of Education of the City of Brooklyn."*

By this gift a piece of property valued at $150,000, including $4,634.12 cash, the amount of the reserve fund of Erasmus Hall at that time, and library of 2,000 volumes, came into possession of the city. With beautiful grounds, a substantial old building, a fair school library and certain school apparatus, Brooklyn thus received the penny savings of a century on the part of one of the most conscientious groups of men who were ever entrusted with a public responsibility. The deed, dated July 28, 1896, was delivered to the Board of Education on the 24th of August. On the 14th of September, simultaneous with the opening of the other schools, Erasmus Hall was opened as a city high school.

ABRAHAM I. DITMAS

DR. JOHN L. ZABRISKIE

* Records of the Board of Education, City of Brooklyn, December 3, 1895.

Only one or two more items belong to this chapter of the history of Erasmus Hall. To make the transfer complete, the Regents must act; so on June 28, 1897, on the unanimous request of the Board of Education of the City of Brooklyn, the Regents voted, "That the transfer of Erasmus Hall Academy to the city for use as a high school be approved and that the school be continued on the University roll under the name of Erasmus Hall High School."* The institution thus remains a Regents' school.

Although the property and the trust had been transferred to the City of Brooklyn, the corporation had not ceased to exist. In fact, there is to-day a corporation known as the "Trustees of Erasmus Hall in Kings County, New York." The members of this corporation meet at least once a year for the transaction of business. The President of this organization is the Rev. John Mason Ferris, D.D., who, over eighty-one years of age, has served in that office since 1878. His career has been an active one. The Secretary is Mr. John Z. Lott, who succeeded Dr. J. L. Zabriskie to that position in 1895.

Rev. John M. Ferris, D.D.

A word from the venerable Dr. Ferris at this point may not be unfitting. In a communication dated Bedford Avenue, Brooklyn, January 25, 1906, he says:

My earliest recollection of Erasmus Hall Academy goes back to about the year 1845, when I spent a part of a vacation with Pascal Strong, a fellow-student in the Theological Seminary at New Brunswick, N. J., at the parsonage of the Rev. Dr. Strong, adjoining the grounds of the Academy. After

* Extract from Regents' Minutes.

ADRIAN V. MARTENSE

various introductions on taking a seat by a window, I saw a young Spaniard walking about the grounds of the Academy, and expressing surprise on seeing such a person, was told that the Academy had students from the West Indies, and, as I recollect now, even from South America, and had received such pupils for some years. In the course of the conversation mention was made of students from the Southern States, especially from South Carolina. Proof was given that even so long ago as sixty years or more the Academy had a remarkable reputation in the States along the Atlantic from New York southward.

These facts recited at various times from day to day were very impressive, especially when one learned that the village was a rural community, the houses being the residences chiefly—almost wholly—of farmers. And the town was in a degree secluded, for it was reached by an ordinary country road extending from the triangle on which the City Hall now stands, to the long line of farm-houses. Going as I did from the stage plying from the boats of the Catharine Street Ferry from New York, the stage ride consumed a full hour.

That was not all. Wandering about the grounds I found a funnel, almost buried in the soil, and this was to catch the rain and convey it into a bottle below. Inquiry brought out the fact that the Academy was keeping a weather record for the State agricultural office in Albany.

These and other facts furnished abundant proof that Erasmus Hall Academy, secluded as it was, was one of the leading and most useful educational centers in the State. It had no equal in Brooklyn and no superior in the State. This high rank was maintained through rather more than half a century.

The time came, however, when there was a Polytechnic, a Packer Institute, and a Dr. West's School in Brooklyn. They had attractive buildings and abundant apparatus, and were almost on the line of the surface railroad, and they drew the young people, and Erasmus Hall suffered, and that more and more as the years passed away. The time came, about ten years ago, when the question before the Trustees was, what shall we do for the school?

JEREMIAH LOTT

The man was present who was equal to the occasion. He said, "Give it to the city—the grounds and the building, with the small fund in the treasury, to make a high school of it." That man was John Z. Lott, Esq. His advice was accepted.

The building has been enlarged, adjoining

buildings have been occupied, a fine stretch of land from Flatbush Avenue to Bedford Avenue has been acquired, and over two thousand scholars are under instruction. They come from all parts of the city, are enthusiastic advocates of Erasmus Hall, have a noble band of teachers, and an accomplished and devoted Principal.

DR. HOMER L. BARTLETT

What next? Why, a college, or university. There is land enough and room for a university. The building now in hand and soon to be completed in part, will afford room for the beginning of a college or university.

The position is central. Look at the skeleton map of the city on the eighty-first page of the *Brooklyn Eagle Almanac* of last year or this year. It shows that the central point in the city is the south side of Prospect Park. The Academy is only a block or two farther south. The location is accessible by trolleys and transfers. All the street railways in Brooklyn wish to carry people to Coney Island and therefore have a system of transfers, which will carry passengers to the door of Erasmus Hall. The adjacent territory is rapidly being covered with buildings. At Bergen Beach, to which our young athletes can easily walk, arrangements can be made for aquatic sports in still water. The grounds at Prospect Park afford ball grounds and space for football practice. The position of Erasmus Hall is central.

JOHN MASON FERRIS.

These are the words of hope and of prophecy of the latest President of the Board of Trustees. If his view into the future were to prove true, the last years of Erasmus Hall may be made more glorious than those of the period when she stood foremost among the secondary schools of the country.

A hundred and ten years had passed between the founding of the Hall and its transformation into a city high school. It was a century of many changes. Flatbush had passed from the most considerable village in Kings County to a quiet rural hamlet obscured by the shadow of her greater neighbor, Brooklyn. After all has been said, this village seems to have been an ideal place for an Academy.

JOHN H. DITMAS

Another remarkable feature of the life of the Hall was the good fortune of the Trustees in securing the services of celebrated teachers. The principals were almost invariably men of note. They were strong men. Indeed, among the great men of the Reformed Dutch Church none were greater than Dr. Livingston and Dr. Wilson, Dr. Campbell and Dr. Van Kleek, while the Rev. Robert Grier Strong was fully their equal in many respects. The influence these men exerted, through the youth who attended the school, left its impress upon nearly every one of the original States. And no one in the decades still to come can calculate the extent of that influence.

The Trustees, also, were sturdy men of strong character and steadfastness of purpose. It was an immense undertaking for them, so soon after the close of the great struggle for freedom, to launch such an enterprise as that of building a school. They willingly, however, spent their time and their savings in a cause which, they knew, would never yield a money return on the capital invested. Year after year, decade after decade, generation after generation, they stood firmly behind the enterprise, and the school as well as the community partook of the sturdiness of those who had the supervision of its interests. Another example of such unselfish faithfulness, through more than a century, to a cause of like nature, will be difficult to find.

With the transfer of Erasmus Hall to the City of Brooklyn, the Chronicles of the Academy must end. The old institution did its work well and fulfilled its mission to the immediate public and to the country at large. It stands alone among the schools of the State as a representative of the old and of the new. It is the outgrowth of the educational ideals of the State; its mission was to test these ideals from the practical point of view. It has seen the day of the quill pen and that

JOHN Z. LOTT

of the typewriter, the day of pounds and shillings and that of the dollar, the day of "accomplished education" and that of manual training, the day of "general training" and that of State militia, the day of mixed classes and that of graded. The way has often been a perilous one. It might have suffered wreck on impracticable fads, yet it has steered safely through the maelstrom of educational processes to a harbor of safety in the public school system. There have been periods of doubt and depression, but there have been loyal hearts and persevering minds at the helm. The anchor has been cast and the craft has been safely moored. It alone of the old schools has survived, and, it is believed, in its new career as a city high school, Erasmus Hall will be a leader in rendering practical the new ideals of the centuries to come.

MRS. M. S. JEPSON occupied the living rooms of Erasmus Hall from 1888 to 1896. Here MRS. JEPSON'S granddaughter, CLARA CROSBY, was born on July 6, 1895. Both are still living in Flatbush.

Chronicles

of

Erasmus Hall High School

1896–1906

by

Eugene W. Harter, M. A.

The New Regime

THE summer of 1896 must have been a trying one for the dignity and self respect of old Erasmus Hall. In her old age she was to lose all the perquisites of dignified venerability. She was even in a measure to lose her caste, for from her proud position of an aristocratic academy she was to become, at the age of one hundred and ten, a public servant. To be sure, reverses had come to her in her latter years, but nothing that was incompatible with a stately sort of gentility. Certainly poverty

ERASMUS HALL IN 1896

was almost a badge of true worth in the degenerate days that had come upon her. Now, all was to be changed. She must deck herself in a kind of smartness which could not conceal her infirmities. She must even try in a forlorn fashion to assume a look of youth for her new admirers. She must paint and powder; try to heighten her charms by patches, and put on a sprightly air. Her jewels must be burnished and reset, especially that chief pride of hers, the famous old mantelpiece. It all seemed so entirely opposed to her old Dutch phlegm and dignified repose.

She might have been a little astonished if she had been told that soon she was not only to endure her transformation with equanimity but was even to glory in the mad rush of new life that was destined to brighten her ancient walls. To be sure she might not feel the same sort of pride that she had experienced in the olden time, when from her portals had gone out men destined to play a creditable and even famous part in the history of their times. She would always remember with affection William Duer, who became the president of Columbia College, and George Troup, who became the governor of Georgia. It might not be necessary that history repeat itself in these matters, but she soon clearly saw that it was imperative that the output of the new school should consist of manly boys and womanly girls with a foundation in their mental life which should make for culture.

It is pleasant to muse on those old days of the school, and peer with interested eyes into the dim past—that old Dutch past illumined with the uncertain mellowness of candlelight. We try to imagine the life led within these walls, a life in its way as full and vital as that of to-day. Vague rumors of all sorts of delightful and romantic happenings reach our ears. It has the effect upon us of some old song—a sweet melody faintly heard.

The career of the old school had begun just as the smoke of the Revolutionary War rose like a curtain on an historical drama absolutely unique. The new school started with national conditions fixed, but still the freshness and zest of the new republic made possible an independence along educational lines not always to be found in older and precedent-ridden civilization.

The hazard of new fortunes upon which Erasmus Hall Academy entered when it became Erasmus Hall High School, in September, 1896, was extremely interesting, not only to its old friends but to the friends of education in New York City. Although the school was in the geographical center of the city of New York, many doubted whether it was wise to establish a high school anywhere save in the densely populated parts. The rapid growth of Flatbush has proved the wisdom of the course decided upon. It was a time of anxiety but of hopefulness undismayed to those interested in the new school. The situation had the most alluring possibilities but it was full of dangers and pitfalls.

From the time when the first principal of Erasmus Hall High School was elected, in the summer of 1896, the best efforts of himself and the committee of the Board were put forward to get the school ready to open on the 14th of September of that year. The

building must be practically made over, a faculty must be selected, and that with the greatest care, for its quality might in a way determine the quality of the new institution. The policy of Dr. Gunnison was a definite and in some ways an aggressive one. He knew so clearly what he desired himself that he made others see clearly his point of view. There were objections in certain quarters to the idea of opening the new school as a co-educational institution. It was urged that this could be done possibly in smaller cities but would be inadvisable in a New York school. Dr. Gunnison held out consistently for co-education, and the event has seemingly proved that these objections were not well taken.

The local committee of Erasmus Hall High School did all in its power to make the new school a success. Its power was always used to expedite the working of the machinery of the school, never in any way to block it. It was the first committee to place the nomination of teachers in the hands of the principal. It was voted unanimously "that Dr. Gunnison be directed to make the nomination of teachers for such vacancies or new positions as should occur, to the committee; that in so doing it should be the policy of the committee to maintain the number of male and female teachers as nearly equal as possible—in the interest of the school."

It was with feelings of some doubt as to the immediate future, but with a steady confidence as to the ultimate destiny of the new school, that the twelve original members of the faculty met on that first Monday. Some pessimists went so far as to declare that there would not be more than one pupil for each teacher. About one hundred and fifty boys and girls actually presented themselves—a modest number, to be sure, when compared with the enormous increase which the school was soon to know.

There was a peculiar charm about those first days—the new set in the frame of the old. The sense in a way of an experiment, of liberty to work out a unique problem in an independent fashion, the absence of too much red tape and of the numbing effect of precedent,—all of these matters gave a zest to the undertaking. One might not like the old building but one could not help loving it. Situated as it was in the heart of conservative old Flatbush, the very approach under the noble sycamores screening the building gave an air of august age and dignity to the entire neighborhood. The school itself was almost decrepit in some ways, notwithstanding the youthful toilet it was frantically endeavoring

to make, so that the inrush of young new blood was all the more startling by contrast.

One cannot proceed very far in the story of the school's reincarnation without finding that it becomes identified in a measure with the story of its first principal, for all the varied resources of a powerful personality were directed towards the success of this new project. The career of Dr. Walter Balfour Gunnison had peculiarly fitted him for this task. A New England man by birth, he was graduated from St. Lawrence University, where for several years he held the professorship of Latin. He studied and practised law, but the subject of the education of the young always appealed to him strongly. While principal of a large and flourishing grammar school in Brooklyn, he was called to the presidency of St. Lawrence University, but declined the offer.

He had accepted, in the spring of 1896, the office of Assistant Superintendent in the School Board of New York, but resigned this position when elected Principal of Erasmus Hall High School. His eleven years of experience in grammar school work had prepared him for this larger field of work. He has always managed to keep in touch with the larger currents of thought, not only educational but social and political. He has been president of a number of large societies, notably the New York State Teachers' Association, the New York Schoolmasters' Club, and the University Club of Brooklyn. Though a self-made man, he did not spend his time in worshipping his creator, as is the manner of many of this ilk. There was always something for him to do, not simply something for him to be. If his whole-souled devotion to the success of the new school had not been sufficient, that, combined with a certain magnetic gift of appealing to the enthusiasm of both pupils and teachers, proved irresistible. If it were possible to select one matter in education for which Dr. Gunnison preeminently stands, when of necessity he represents so many issues, it would be his insistence upon the recognition of the individual and the development of personality in pupil and teacher. In a symmetrical education, the purely mental development is only one half of the problem; that to be sure must be encouraged with sympathy and understanding. But aside from this, a secondary school such as Erasmus Hall, situated in a large city, should give opportunities for development along other lines, chiefly athletic, social and aesthetic. From this need arose primarily the baseball and football teams, the basketball teams, the tennis club, the

MEDAL FOR SCHOLARSHIP

hockey team, the fencing club; in the second place, the various Greek-letter societies and the different social events coming in the course of the school year; and in the third place, the literary clubs, the art clubs, the camera club, the orchestra, the mandolin and glee clubs. In a large school there is to be found of necessity a great number of these organizations—perhaps to an outsider, who has heard of them superficially, an astonishing number of them. But each has its definite place in the economy of the whole. If any outlives its usefulness, it is soon discontinued.

In a sober chronicle, it may not be fitting to do more than mention a factor which has had more to do with the smooth progress of affairs than any other one thing. I refer to the feeling of loyalty and affection of the pupils for their Principal, and the feeling of sympathy in aims and of loyalty of the faculty for its head. No one could possibly understand the history of the school at this period without taking this element into account.

The formal transfer of Erasmus Hall and its grounds to the city was made at a public meeting held in the Dutch Reformed Church on the evening of October 14, 1896. This meeting was interesting from many points of view. The affair proved an excellent illustration of the blessedness of giving and the blessedness of receiving. It appealed to many of the old families of Flatbush who for over a century had been interested in this school. It appealed to the city of Brooklyn and its representatives because such a gift was absolutely unique. It came at a time when the demand for secondary education was growing and when the exchequer of the city found it difficult to meet this demand. One most vividly realized at such a meeting what an important moral force Erasmus Hall had been for more than a century, and

THE SCHOOL PIN

the assurances of Dr. Gunnison on assuming the guidance of its new career were most solemn. Especial gratitude was felt toward the late Dr. John L. Zabriskie, for years a firm friend of education in Brooklyn, who had conceived the idea of the transfer of the school, and who, together with Mr. John Z. Lott, had been active in carrying the matter through.

Mr. Richard Young, as the chairman of the Committee of Erasmus Hall, naturally presided and made the opening speech. This school had no truer friend then nor later. In all the many trying questions that arose in regard to the school, the Principal received the warmest sympathy and support from the chairman of the committee. No one not directly connected with the school has shown in so many different ways so vivid an interest in its success.

In a few forceful words Mr. Young showed of what importance this gift might prove to Flatbush and to the boys and girls who availed themselves of the opportunities this school offered.

Dr. Cornelius L. Wells, representing the Church which was so intimately connected with Erasmus Hall in its various fortunes, then spoke of the foundation of the school.

Dr. Homer L. Bartlett, speaking in behalf of the Trustees of Erasmus Hall, showed what a solemn trust the last committee of the Academy felt their office to be, and in behalf of the committee said: "The Trustees have felt and still continue to feel that the free gift of this valuable property with all the associations connected with it deserves public recognition." He then gave an interesting resumé of the early history of the school.

In speaking of a contract made by the authorities with a certain teacher, he said that it was stipulated that "the teacher should not only do the usual duties appertaining to his office, but in addition thereto should be the town clerk, sexton and grave digger, bell ringer, fore singer, catechist and lay reader!" In these days of specialization such an amazing combination of pursuits strikes one aghast. Dr. Bartlett proceeded: "Dutch only was taught up to the time of the English occupation—Dutch and English from then to the time of the American Revolution, and during the time of the British occupation only English. An Englishman by the name of Gabriel Ellison filled the part of teacher during the American War. He must have been a rare character. As has already been said, nothing but English was taught in this school during the war, and no Dutch was allowed to be spoken during school hours. As this was at that time the

RICHARD YOUNG

language mostly spoken at the homes of the children, it became a matter of great difficulty to prevent the speaking of Dutch. He therefore devised the following ingenious method: He cast a pewter coin about the size and shape of our silver dollar. This he suspended with a string about the neck of the first offender. This child was then placed as a sentinel over the rest, and if he detected any delinquent, No. 2 wore the medal, and so on to the close of the school, and the unhappy wight on whom it was last found received the punishment of all. Although Dutch was prohibited in school during the time above mentioned, still all the services in the church were conducted in that language, and poor Ellison, being an Englishman, found it exceedingly difficult to intone the hymns and psalms in the language of Holland, especially when the minister gave out Psalm cxix, with its 176 verses."

Medal for Athletics

In conclusion, speaking of the gift, he said: "It is indeed a glorious heritage, a noble trust. I speak not of its money value, but of its history and its work. There it stands, a connecting link between the generations gone and the generations to come. Almost within its life the nation has developed from thirteen dependent colonies to forty-five imperial States; this county from being a few scattered villages has grown into a mighty city—pulsating with the throbbings of a million human hearts. What has been the secret of this growth? Knowledge—knowledge, human and divine. Gentlemen, we commit this object of our love to your tender care."

Mr. J. E. Swanstrom, the president of the Board, spoke from the point of view of the future: "While it (the school) has honorably discharged its duties and obligations within the scope of its functions as a private agency, its noblest work, its highest mission is yet to be performed."

After Mayor Wurster had accepted the gift in the name of the city, Dr. Gunnison accepted the trust in these words: "Erasmus Hall shall stand, as far as in me lies, for sound scholarship, for general culture and refinement and for that character that shall be self-reliant and manly. The traditions of the past shall be cherished and shall ever be an inspiration for the future, my one hope and abiding faith is, that the great glory of its past shall be heightened and extended by the greater glory which the new opportunities and greater facilities seem to place within its reach."

The next occasion of public interest was the throwing open for inspection of the old-new building. It was natural that those who were interested in the old school should wish to see it in its rehabilitation. Invitations to the number of five hundred were issued. Many an ancient alumnus was present. At this time a policy was instituted which has prevailed since. The school remains open every Saturday during the school year, and from eight to five on other days. This is done not only for the benefit of parents and others who wish to visit the school but also for the scholars, many of whom continue their work outside of school hours.

The educational welfare of the pupils was found to be materially enhanced by a series of parents' meetings, instituted about this time.

In the first years of the school life, an urgent need of a place where the entire school could assemble was felt. The chapel of the Dutch Reformed Church was offered for this purpose, and for three years the school assembled there at least once a week. Many men came to speak to these young people who vividly reached and interested them; at times, of course, there were those who in the time-honored mode addressed the wondering assembly in Johnsonian or Brobdingnagian phraseology, which tended to conceal the trite platitudes which their authors were trying to express. But in those old days there was some live work done by the pupils themselves. Talent of all sorts was exploited here—musical, rhetorical, dramatic. Exercises in honor of famous men, such as Washington Irving, Franklin, Tennyson, Poe, Emerson and Kipling, were prepared with care. German and French plays were given, and a translation of the "Captives" of Plautus was presented.

All the accessories of a full-fledged high school were soon to be found. Colors were chosen—the Continental buff and blue;

a pin, which was an adaptation from the famous mantelpiece in the office, was adopted; even yells, trained to the highest perfection in precision, pitch and volume, were to be heard at the games; medals—gold, silver and bronze, bearing the head of Erasmus, were struck off, to be used variously as prizes.

The following letters, as showing the points of view of teacher and of pupil in those earlier days may be found of interest:

I.

PATERSON, N. J., February 1, 1906.

MR. EUGENE W. HARTER:

DEAR SIR: The charm of old Erasmus Hall lay in its simplicity, in its air of what is for America the remote past, and in its seclusion behind the fine old trees. I remember the Hall during its renovation in the summer of 1896 to make ready for occupancy by us, the invading public high school people of the city of Brooklyn; but I also remember it in earlier years, before its discovery by the moderns, with their free education, their numerous electives from art and science to basement shower baths, their co-educators and co-educated, their habitual blue stationery, and their atmosphere of don't-seem-to-work-as-hard-as-you-really-do-work. The entire spirit of the regenerated Erasmus was in keeping with the traditions of the old. The pitch was a little higher, the third of the old keynote.

There were not very many of us that first year, my only year. The memory is not very distinct as to the exact statistics, but impressions remain of some dozen teachers and rather less than two hundred pupils the first half year and of a few more teachers and many more pupils the second half year. I wondered whether the old timbers and walls would stand for them all. Many of the teachers were women, and an uncommonly attractive set of women they were; and, of course, as in all other co-educational high schools, most of the pupils were girls, of whom I remember not a few to this day. I confess not regretfully that the teachers and pupils and, be it said quietly but firmly, the Principal had not that appearance of restraint and of constraint which is supposed to mark the caste of high school folk. The general good nature was indubitably a good thing for the soul of one who had seen other things in his time.

Many events come vividly to my mind.

One day in early spring, the janitor in solemn dignity appeared in my room, full of boys and girls really trying to answer one of my unanswerable history questions, and informed us all that a man, driving by, had seen a fire in the cellar through the window and that they two had just put it out. Considerably relieved by this discovery of what might easily have put an end to our interesting school experiment, I took up anew the class discussion, only to be interrupted by the same worthy who, before departing, remarked, "I should be sorry to have the building burn down, I should miss standing in the cellar under the floor of your room and hearing your recitations." Whereupon one of the students, whom I still count among my personal friends, remarked sardonically, "And the professor's jokes."

If I had been as old then as I am now, I should not have forwarded that student by express to the office for further enlightenment. No, we were not too informal. We made room for the "self-activity" of the pupil. There was more practice of sound pedagogy in Erasmus Hall than in most other high schools. Upon information, I am sure that this is as true in 1906 as it was in 1896.

I cannot forget the details from singing classes to Saturday morning bicycle runs, not yet out of fashion in those elder days. Everyone had a decided disposition to take hold and to do something. Erasmus Hall was a co-operative academy of learning and teaching, a true college, a getting together.

We began in September, with a few pupils ready to do the second half year work of the first high school year, so that, in February, we had three half years represented. Nothing interested me more than the comments upon the Erasmus Hall methods compared with those in other high schools and in the grammar schools from which our pupils came. Our boys and girls seemed to think that they had found a new world of freedom and of opportunity and looked upon the head of the school as a modern educational Columbus. And yet the differences in courses and in methods were but slight in themselves. It was the administration, the spirit of hearty good will toward everyone that differed. The hitherto mischievous boy and the anæmic girl, victims perhaps of too much city and of too much school in the past, found the better air of the open country at Erasmus Hall. This is true materially as well as figuratively. The boys could play ball and the girls stroll around upon the grounds; and the head not merely looked on approvingly but on occasion went to the bat himself. I am not certain whether he made three bases or a home run, but I am certain that in ten years he has not struck out yet.

I have studied and taught in so many schools and in so many different places that a mere catalogue would fill this page; and I have visited hundreds of schools, yes, I fear, a thousand. Erasmus Hall fills a very peculiar and a very special niche in my memory. It seems like an embodied idyl. In two hundred days, I do not recall a single unpleasant incident. And yet it was the year of organization with many opportunities for misunderstandings and disagreements. We sailed on a pleasant voyage past the Scylla of Tyranny and the Charybdis of Anarchy, and never suspected the possibility of the existence of either. Such was the skill of the pilot.

I would like to write of the individual teachers. The records, of course, show who they were in that *annus mirabilis*. We lost one who became a school principal in the spring. Later I disappeared. Then came accessions on accessions until, I suppose, the old faculty is engulfed indistinguishably in the new. Some day the old building will be swallowed up in progress, to become a mere memory of the past. Photography and engraving will save it from oblivion after those of us who have known its walls, the teachers and the pupils of more than a century, have gone the way of all flesh.

To go forward is best. To go forth out of the little rooms and from beneath the low ceilings is a true kind of salvation, of health making. But lest we forget, it is indeed fitting to prepare this book as a memorial. If

buildings have their proper ghosts, I hope that the spectral spiri
Erasmus Hall will in the moonlight future look benignantly upon th
piles of the new Hall.

Very sincerely,

WILLIAM E. CHANCE
Superintendent of Schools, Paters

II.

BROOKLINE, MASS., February

MY DEAR MR. HARTER:

As I look back to the Erasmus Hall which I knew n
years ago, my chief impression is one of warmth and kindness
relation of school life. In that small school all were well acquainte
the moment when the new classes assembled in the study room, and
scholars made errands thither that they might see how the "children
to the moment when the same children passed out for all time fr
room and school, there was constant, friendly exchange of interest
pupil and pupil, teacher and taught. The conditions of our life
informal. We jostled the same scholar in the same narrow halls h
hour, recited to the same teachers, and felt that they knew us well.
clubs and organizations were necessarily small and intimate. I well r
the first meeting of the Orchestra in the little Library—three first
second violins and a guitar, all very much afraid of each other. I r
too, Dr. Gunnison's delight in our efforts, and his happiness as term
new members came with new instruments, and the Mandolin Club s
by our side, to share with us the Chapel Exercises.

What a splendid beginning for the week those exercises were. T
to the Chapel in the crisp morning air, and to sing out loud and
"On, Comrades Bold!" or "On to the Battle!" and, at the end, to jo
enthusiastic "Erasmus Hall" was an excellent weapon against the
blues. The recitations were interesting, sometimes even thrillingly
but I think the great charm lay in the sense of being wholly an inti
and parcel of the three or four or six hundred, as the term might g
we grew rapidly in those years), who listened or sang together in
harmony.

The actual classes were small and informal, especially for those c
prepared for college out of course. For us no pains were begru
planning spared. Especially I marvelled then and marvel still at th
patience of her who arranged our conflicting studies and desires
stant sympathy and skill. I have been in a Homer class of fou
wandered from hall to office, to library, and to lawn as occasion
in a Roman history class of five, which met in the teacher's lunch roo
the potato-patterned oil-cloth of the tables was a never-failing re
nervous and forgetful mind; and even—best of all—in a Vergil
of one, where the busy Principal gave an hour from each crowded d
unclassified girl, who has never forgotten his goodness.

Despite our informality, however, the work was most excellen
for there was no careless freedom, but rather, through training ar

gence, the closest parallel to and preparation for subsequent college work which I believe possible in a school. Stimulated to self-dependence and self-trust under friendly guidance, we learned unconsciously day by day how best to meet the intellectual and social problems of school life.

I could write almost endlessly of our days there. It is, I think, a noteworthy thing that whatever the after years have brought to us who once knew and loved Erasmus Hall, those memories stand out keen and clear. We have known many happy days of home or college life, but I believe that for most of us the peculiar charm of Erasmus Hall still abides and holds in our hearts a place which nothing else can fill.

We feel too that though much of this charm had its birth in the quaint old building and the intimacy of our own limited numbers, far more lay in the devotion of the teachers who always so willingly befriended and guided us, and that the most of all was due to the man who was never too busy to share in our pleasures or sorrows, and who inspired teachers and pupils alike with his own spirit of broad-minded and unfailing kindliness. Wherefore, though many of us, with all our joy for the school in its new building, must ever feel a love and regret for the simpler, bygone days, we yet know that under his hand Erasmus Hall will remain for those who are, who have been, and who are to come, the home which his loving care has always made it.

To the children of the New Erasmus Hall High School I bear greeting from the children of the Old. May their school days be as happy as ours.

Very sincerely yours,

THEODORA BATES,
Class of 1899.

III.

BROOKLYN, NEW YORK, March 15, 1906.

DEAR MR. HARTER:

I am pleased at the opportunity offered by you to speak of the first committee of the Erasmus Hall High School, to whose influence and direction the new school is much indebted.

Authorized in mid-summer of 1896, the task of organizing the staff of teachers, repairing an old building, practically abandoned, and equipping it for the use of a modern high school, was no small task. In appointing this committee President Swanstrom therefore placed only the most tried and capable members of the Board of Education upon it. Mr. Richard Young, as chairman, had all the interest of the others in the school as a city high school, and in addition the warm personal attachment of a resident of Flatbush and of a patron of the old school. During his entire connection with the chairmanship, his kindly sympathy in all connected with the institution, and his pride in its upbuilding, was the strongest factor in its successful development. His one demand was that its aims should be the highest possible, and his strong personality, genial character and generous disposition were always ready in its needs.

Mr. Henry W. Maxwell was in close sympathy with him in his work. It would be a pleasure, did space permit, to enumerate the many thoughtful deeds of this great and kindly man, at whose death in 1902 the whole city

mourned. On his first visit to the school he saw that many new enterprises were being started. He insisted that he be allowed to assist personally in all, and on his return to his office sent a liberal check "as a starter." The Principal once wrote him of the case of a very poor young girl who was eager for a college education but who was debarred by lack of funds. Without waiting to write, he 'phoned at once to send her to college, and to call upon him as the funds were needed. Before her course was completed he passed away, but a memorandum found among his papers caused his brother to continue the generous assistance. Professor Franklin W. Hooper, Director of the Brooklyn Institute, gave his best energies and interest to the work, especially to the development of its courses of study. Mr. John MacNamee, one of the most devoted friends the educational system of the city has ever had; Dr. George D. Hamlin, then a comparatively new member; Mr. James Weir, for many years the head of the leading committee of the Board, and Mrs. Elizabeth Pettingill, were very actively interested in the new movement. All these formed a committee which for influential standing and wide experience could not be duplicated. They gave whole-hearted attention to the problems of organization. No teacher was appointed until after most careful investigation he proved to be the very best available for the place. They were jealous of the good name and traditions of the school. Their co-operation could always be depended upon, and when needed, generous personal contributions were freely tendered. Erasmus Hall in its whole long history was never served more effectively and disinterestedly by any body than by its first committee.

Mr. Young remained as chairman until within a few months prior to consolidation, when Mr. Edward M. Bassett as acting chairman effectively carried on his work until the local committee system was abolished under the charter.

During all these years City Superintendent William H. Maxwell was at the head of the school system, and from first to last always gave generously to the support and encouragement and direction of the committee and the school authorities. Whatever success has come to the school is largely due to the harmonious working together of all the elements of administration and supervision from the very beginning.

Very truly yours,

WALTER B. GUNNISON.

And now the new school grew in numbers so rapidly that there was serious talk of a new school building. The Board of Education, recognizing this necessity, made an offer of awards to architects submitting plans for a new building. Twenty plans were received. The first prize of $600 was won by J. Graham Slover and Henry Clay Carrel; the second of $400, by John J. Petit and James C. Green; the third of $200, by David William Wilson and Jacob Thinnes, Jr. Much interest was shown in the plans of the successful competitors. No one of these plans was eventually used, however, as none of them successfully solved a difficult architectural problem. The Board of Education, however, found it necessary to make some provision for the rapidly

increasing registration. It therefore added two commodious wings to the old building. These new excrescences gave one an impression of some modern kind of ugly phœnix which renewed its youth from time to time. The view from the back especially was architecturally impossible, but within the building all was light and comfort. In this way many extra recitation rooms were provided, as well as two large study rooms, a lecture room and well-equipped laboratories for science, two well-lighted drawing rooms and a commercial room. Even with this extra room it was found impossible to keep pace with the growth of the school. Classes were sent to the rooms of the Board of Education in Livingston Street, two were provided for in a new grammar school at Bay Ridge. Even then it was found necessary to resort to half-time classes in the lower grades. At one time this peculiar condition of affairs prevailed. There were four different time schedules in the school. One part had a session from nine to twelve; one from ten-forty-five to four; the third from one to four, and the upper classes had the full session of from nine to half-past two. To the half-day classes the usual number of recitations were given but no study periods. There proved to be too many drawbacks to this system, and when the Bedford Avenue purchase of land was made in 1902 it was discontinued. The six cottages acquired by the purchase were fitted up into recitation rooms, two each, which provided for some three hundred pupils. These new plans made in appearance at least a miniature university of the school.

Such very rapid growth entailed naturally many drawbacks, and each term the problem put on new difficulties. The growth of the school from less than two hundred to eighteen hundred in three or four years was marvellous and in some ways disconcerting; but it made it impossible for the system to fall into a rut and avoided the evils of dry rot.

No one can gain an adequate conception of the school unless he take into account the large accessory life provided by the various societies and clubs. The question of Greek-letter societies is a vexed one in many schools, and under some circumstances they may doubtless prove undesirable, but they have proved on the whole to be successful here. In so large a school it is impossible for any one pupil to know intimately any great number of his mates. The pupils naturally fall or form themselves into bands of those who have similar tastes, points of view

and pursuits. It was found desirable that these should form definite organizations, each of which should be under the charge of a special teacher. No one is allowed to join these organizations unless his scholarship and general standing in the school make him in the eyes of the Principal a desirable candidate. For a number of pupils in such as school as Erasmus Hall, the greater part of any desirable social life is to be found in their school relations. The social instincts which in the young it is very undesirable and even disastrous to try to thwart, are here naturally developed along lines which prove valuable often not only for the time being but in after-life. Several cases are known where the personal interest taken in the members of these clubs by their mates has urged them on to greater endeavor, and has made impossible lapses which might occur when no sense of personal sympathy is felt.

Of an influence as strong but very different are the literary clubs. The very flower of education is the ability to write adequate and intelligent English, and a very difficult art it is. It was to develop and foster talent in this line that the Monday Club was formed by Dr. Boughton. The essays, poems and stories of the young authors are often crude but nearly always exhibit some kernel of originality and talent. This club has had some interesting public meetings, at which such men as Will Carleton, Charles M. Skinner, Herbert F. Gunnison, Alexander Black and others have spoken.

What strikes an outsider as peculiar in the economy of the school is the degree to which the life of the school is organized. The number of clubs and societies of various kinds is remarkable. One might think that the spontaneous charm of school life might be eradicated by this process but it does not prove so.

Now, in all these matters, the perspective of interest for the casual reader is very difficult to catch. When it was decided to prepare a history of old Erasmus Hall, some years ago, many queries arose about many interesting points to which no answers could be found. If only one could have visited the old school in the old days, and seen with his eyes the quaint methods of former times!

It is perhaps natural to wonder what the inquirer into the history of Erasmus Hall High School, if he were to live in the closing days of this century, would find interesting if he visited in astral body the school as it is to-day. If the pedagogue one hundred years hence differs as much from the instructor of the

early twentieth century as the latter does from the schoolmaster of the beginning of the nineteenth, he may view many things with a superior smile on his fin-du-XXe-siècle face, but in the true spirit of antiquarian research he may deign to be interested in some few matters.

We will first take him to see the class-room work, and will watch with anxiety to catch what his impressions of our poor primitive methods may be. Then, for variety, to the huge play-ground to watch the tussle of the boys at football or some exciting track events such as the hundred-yard dash. He may conceivably prefer to watch our girls with glowing faces playing at basketball. For it would take a bold man to undertake to foreshadow the state of the woman question at the end of the century. Perhaps all important affairs, including the entire world of athletics, will be exclusively in the hands of what has been mistakenly or ironically called the weaker sex. Next he surely will be pleased to listen to the melodic felicities of the orchestra, while the director explains that his task is like that of Sisyphus, for no sooner is talent developed to any considerable degree than it is apt to take itself off, diploma in hand. We explain how many programs of commencements, plays, etc., have been brightened in a musical way by this organization. If our guest prefers a program of a more purely popular character, and may be interested from an historical point of view in the "rag-time" mode in music, we will take him off to a concert of the mandolin and glee clubs, for the severely classical is strictly tabooed in these clubs. Perhaps in this old Dutch school he would choose to attend a meeting of the Unter Uns. The elocution contests or the debating societies would surely interest our anachronistic guest, for probably nothing varies so much with the passage of time as modes of rhetorical expression. Would he like to drop into the Philately Club, or will the subject of stamps cease to be of interest in A. D. 2000?

Perhaps our astral visitor would be most impressed by a certain spectacle often to be seen on fine days. A sound of bells is heard in every room in hall and cottage. At the repetition of the signal there is seen to issue from every mouth of each building a line of pupils, coming out quickly, quietly and in order. In an astonishingly short time the buildings are entirely empty. This constitutes what is known as a fire drill. Fortunately, no fire has ever taken place in any portion of the buildings while the school was in session. When the fire drill, admirable as it of course is,

School Assembled after Fire Drill

comes just at the climax of a knotty problem in algebra, or when some experiment in physics is nearing its brilliant finish, or when some Greek root has nearly been located in the soil of antiquity, the aghast instructor sometimes notes a veiled twinkle of relief in the eyes of the scholars as they rise to obey the summons of the bell. When all the pupils are quickly assembled either before or behind the building it is an inspiring sight to look down into their fresh young faces. The songs of the assembled school are quite effective coming as they do from sixteen hundred throats. For years this has constituted the only auditorium that the whole school had—the open campus in the open air.

At last—shall we confess it?—with a feeling of relief we send our guest out on one of the fascinating excursions of the Science Club, sure that he will be thoroughly entertained and edified.

One ventures on a record of this sort with a certain feeling of doubt and reluctance, for it is expected of him that he shall not fall into the Scylla of enumerating in a merely judicial and non-committal manner a mass of dry details, nor must he incur danger from the Charybdis of any tendency to an undue enthusiasm or a suspicion of glorification. It is all the more difficult where enthusiasm stands for more than any other one thing in the story of the school's progress. Indifferent neutrality in a chronicle which aims at something more than mere statistics would be disloyal and discordant.

It is in athletics perhaps that this enthusiasm is most graphically evident. From the first it was realized that the new school had a great advantage in the large athletic field into which it could set free its boys and girls. Nearly all boys come to the high school with a normal fondness for outdoor sports. All real sport develops a spirit of gentle-manhood and with it goes that passion for justice and fair play which is natural to the normal boy. In the athletic meets with other schools or with each other the boys perceive that in a way they are making history. The highest skill and judgment of which they are capable must be used. They must be resourceful, sturdy and ready to play their best, no matter what the issue. The halls of the old school are made gay with various brightly colored banners representing prowess in different branches of athletics. Glass cases are filled with fair shaped silver cups, each representing some event hotly contested.

Of course the football team is a "complicated machine of infinite exactitude," and not all boys are fitted for such sport. The

same is the case with other "teams" of picked men. There was danger that the benefit of athletics, that of physical development and relaxation from mental work, might become confined to the few. It was suggested that perhaps a scheme could be devised whereby *every boy*, big or little, athletic or otherwise, might become interested. This led to the institution of the "Button Contests." The meaning of a button signifies that the holder has not only qualified in certain prescribed athletic tests but that he has a very creditable average in his studies. Different degrees of athletic and scholastic ability are rewarded by bronze, silver or gold buttons. Each boy can choose the lines of athletics for which he has the greatest aptitude. This contest attracts over seventy-five per cent. of all the boys, few of whom would without this scheme ever enter athletics or receive any of its benefits. (See Appendix.)

The offerings of the Dramatic Society have always been

received with enthusiastic appreciation, and some very creditable work has been done. Some of the plays which have been presented are "As You Like It" (in part), "The Rivals" (twice), "She Stoops to Conquer," "The Critic," "David Garrick," "Pygmalion and Galatea," and the "Ulysses" of Stephen Phillips (in part). An experiment was tried in 1901, which was perhaps not without interest as being the natural outcome of a class-room attempt to prove to pupils that Greek, though a dead language, had once been a very live one. A dramatization of various spirited episodes in the Anabasis and Cyropædia was prepared and under the title "The Treachery and Trial of Orontas" was presented by some seventy pupils of the school. Music from the Mendelssohn setting of "Antigone;" from Dr. Parry's setting to "Agamemnon;" the hymn to Apollo, composed in the third century B. C., were used, and Greek dances were introduced incidentally.

In September, 1898, a large addition to the teaching force of the Department of English made possible and practicable the full

development of the course of study in English. While the work for each grade was shaping, especially in composition, the feeling became general in the department, encouraged by the enthusiastic support of the Principal, that the work in composition for each term should be supplemented by a theme of considerable length, to be developed through the different stages of rough draft, outline and completed essay, and to be submitted in the last weeks of the term as the result of the individual study and research of each pupil. For the purpose of classification this theme was given the name—Term Essay.

GROUP FROM THE GREEK PLAY

The general plan of the work is as follows: The essay for each term illustrates the class-room work in composition for that term. First grade pupils write narration; second grade, narration or description; third grade, exposition; fourth grade, argument; fifth grade, any form of composition; sixth grade, more carefully developed expositions; and seventh grade, advanced argument. Eighth grade (Seniors) pupils are excused from this work, owing to the increased amount of work in composition

required of them in preparation for their examination in English for graduation. The length of the theme is placed at 800 words for the first year, 1,000 words for the second, 1,200 words for the third, and 1,400 words for the fourth. Early in the term each pupil presents a topic for the approval of the teacher. During the following month he collects his material and submits a rough draft or outline, which is carefully criticised. With this corrected draft he works out the completed essay and submits it as his work in written English for credits on his third report. The most interesting phase of the essay follows, and that which is the great stimulus to good, conscientious work. These themes are carefully read by the English teachers, who select the best two in each grade and turn them over to a committee of teachers from other departments in the school. This committee selects the best eight. These eight themes are read by some person in no way connected with the school, who selects the best, the second, and the third. In recognition of this final classification and as a reward, Mr. Richard Young, a warm friend of the school, established what are known as the Young Medals. A solid gold medal for the best essay, a silver for the second, and a bronze for the third in rank.

Another feature of this work in theme writing is the attention given to the covers. Each pupil must submit a cover design appropriate to the subject matter, and receives in recognition of this work, judged in a similar way, a silver medal for the best cover and a bronze for second best.

In the fall of 1903 a committee was organized, with Dr. Hubbell as chairman, to provide lectures and entertainments for the school. Almost since the beginning of Erasmus Hall's history as a public high school, visitors had been frequent who talked on topics of art, literature and science to the faculty and teachers, and it was thought that now that the school was firmly established in the life of the city of Brooklyn, it would be an easy thing to persuade men and women of prominence to lecture to the students. Since 1904 Dr. Hubbell has not been connected with the lecture committee, but the work that he inaugurated has been continued by an efficient committee of five, of which Mr. O'Brien has been chairman. The entertainments and lectures have covered a wide field and have served to stimulate the students to better work in all departments of school work. Lectures on literature, science, history, travel, music, and entertainments

by the several literary and musical clubs of the school, have been given each year, and the attendance at the lectures and entertainments has averaged for each year for twenty entertainments an aggregate of about 3,000.

It may be a matter of wonder and conjecture as to how all this various mass of school organization is supported. The matter has been arranged in a comparatively simple and satisfactory way by adopting a system which has since been employed under various names by numerous other schools—that of the General Organization. This constitutes the financial system of the school. Membership in this organization is open to any one in the school upon the payment of twenty-five cents each semester. The membership certificate entitles the holder to the privilege of membership in any club to which he may be elected, without the payment of further dues. Begun in the fall of 1897 with a membership of about four hundred, it soon rose to a membership of over fifteen hundred, the membership averaging over ninety per cent. of the entire enrollment. Aside from its membership dues a large amount of money is derived from the sale of tickets at games and dramatic entertainments, the latter being given free by the Dramatic Society to members of the organization. Out of these revenues it is possible to fully equip all the athletic clubs and societies without any expense to the members of these organizations. There are at present twenty-seven sub-organizations in the school, all receiving some support from the General Organization. This organization also acts as trustee for all moneys raised by the school in connection with commencement, class day and junior promenade. It is even the proud possessor of china ware, glassware and silverware, which it furnishes to receptions, etc., given by any of its sub-organizations.

The effect of the multiple life in this school is almost that of a busy university. We can imagine it adopting as its motto that saying of Bacon's, "God only and the angels may be spectators." The aim is to give free play and opportunity for any possible taste and talent a boy or girl may have. Nearly every man, even a cultured and educated man, finds some side of his nature which is practically undeveloped. It is not uncommon to see a man whose intellect is developed to the very highest degree so that it is a marvellous instrument, feeling, for instance, the appeal of music no more than the veriest savage; Huxley confesses that he lost entirely, through intensity of concentration, the taste for poetry

he once possessed. The thought in this school has been to give an opportunity for the development of any latent taste. In these days of specialization such a course is especially desirable. We have but five senses but these may be practically multiplied indefinitely by careful training. And it is when one is young that one walks in the gardens of life and plucks the flowers which make a whole life fragrant. It is not merely in graveyards, unfortunately, that one finds a "mute inglorious Milton," but among those who have felt the numbing influence of lost opportunities. There is infinite pathos in such might-have-beens. Elwin wrote, "Men seldom become masters in any department of knowledge unless they have learnt the rudiments of it in their youth. Taste in literature is acquired before twenty."

The original library which had been bequeathed by Erasmus Hall Academy to Erasmus Hall High School consisted of about six hundred and fifty volumes. The books of science, though useless as information, were interesting as showing the wide strides that science has taken within the century, and representing the naïve sort of guesses that unscientific science books made in the old days. A copy of Johnson's Dictionary, the Bayle Dictionary, an old translation of Tacitus, a unique geometry with graphic models as illustrations, a Brooklyn Directory for the year 1826, and a weather record for the years 1826-1858, might also be mentioned as interesting.

The library was soon increased by about 1,500 books, which had belonged to the Flatbush School Library. Dr. Homer L. Bartlett and Mr. John Z. Lott, trustees for the library of School District No. 1, as they had no fund to care for these books relinquished them to the Board of Education, and the Board in turn transferred them to Erasmus Hall. From funds furnished by the Regents and by the Board numerous valuable books have been added from time to time until now the library contains nearly seven thousand books. Recently a number of valuable old books have been given to the library by Dr. John M. Ferris. Arrangements are being made to house this library adequately in the new building.

Aside from the gifts of books, other valuable gifts have been made to the school. Mr. Richard Young has given to the school generously in various ways and has presented it with a number of handsome pictures, consisting principally of classical subjects; Mr. Davis gave a large picture of the Acropolis; the faculty and

[HOLBEIN-LOUVRE GALLERY.]

DESIDERIUS ERASMUS

J. W. Alexander's Portrait of Dr. Gunnison

Mr. Young have presented the school with a copy in oil of the famous Holbein head of Erasmus hanging in the Louvre; the faculty has also given to the school a portrait of Mr. Young painted by Mr. Joseph Boston, and a portrait of Dr. Gunnison painted by Mr. John W. Alexander, A.N.A.; Miss Mary Young gave a fine photograph of Dr. Thomas Arnold, of Rugby; and Mrs. Zabriskie gave the old school-bell. The list would not be complete unless we mentioned the very generous donations of the late Mr. Henry W. Maxwell to the school.

In the fall of 1898 a school paper, "The Erasmian," was started under the editorship of Mr. Willis Earle. Previous to this, space in the "High School Recorder" had been given for Erasmus Hall news. The interest shown in these items led to the establishment of the independent paper. It was a success from the start. Here the busy life of the school was mirrored. It is impossible in a short compass to give a taste of its quality, but one or two extracts with a touch of "local color" may be found interesting:

The Old School Bell

A Freshman Catechism.

Q. What is your name?

A. Little 1 A.

Q. Who gave you this name?

A. Miss Turner and Dr. Gunnison on entering.

Q. What did they then do for you?

A. They gave unto me a Latin book and adjured me to study three hours at night, come early, and never drop Latin.

Q. Dost thou not think thou art bound to believe and to do as they have requested of thee?

A. Inasmuch as I may thereby obtain the required seventy per month, I do so think

Noon Recess at Erasmus Hall

Q. Who made you?

A. The omnipotent Senior, for his own good pleasure and infinite amusement, did create me.

Q. Rehearse the articles of thy belief.

A. I believe in the Faculty and the Assistant Principal, who doth bring judgment alike on cutters and grinds. I believe in the Course of Study, and the Maxwell Examinations. I believe in the General Organization, the glorious attainments of the Football Team, the Dramatic Society, the completion of the New Building, and the Lunch Room Pie and Sandwiches. Amen

Q. What dost thou chiefly learn from these articles of thy belief?

A. According to rule established, the Freshman is as grass, yea verily, as green grass, and his days are numbered by the blue report and yellow slip.

Q. What are those commandments which thy sponsors did require of thee?

A. They are ten in number.

1. Thou shalt on all occasions exalt Erasmus Hall.

2. Thou shalt not sport the colors of any other prep school whatsoever.

ou shalt consider diligently the Athletic Notes in THE ERASMIAN to
t edification and instruction.
member the Music period and do not rough-house, or thou shalt be
he Doctor, and there shall be wailing and gnashing of teeth.
nor thy teachers and obey them, that thy general average may wax
lourish.
ou shalt not cut.
ou shalt not fail to subscribe to THE ERASMIAN.

THE COVER OF THE ERASMIAN

ou shalt not acquire three late slips a month.
ou shalt not let thyself be rushed by Fraternities.
hou shalt not covet thy neighbor's desk, nor his pad, nor his pencil.
ılt not covet thy neighbor's books, nor his frat-pin, nor anything that
ighbor's.
hat dost thou chiefly learn by these commandments?
y duty to the Faculty and to my neighbor

Q. What is thy duty to the Faculty?

A. That I shall at all times give heed unto their commandments when they are on my side of the room.

Q. What is thy duty to thy neighbor?

A. That I shall not steal his pads while he is looking, nor place his overshoes on the transom, nor stuff his gloves with chalk.

Q. What is the chief end of man?

A. To join the Debating Society.

Q. What is the chief end of woman?

A. To join a Fraternity and be in the Yellocution Contest.

How do they go down to Lunch at the Hall?

How do they go down to lunch at the Hall?
A rushing and surging and prancing,
And lurching and sliding and dancing,
And crowding and pushing and slamming,
And spilling and jumping and jamming,
And throwing and banging and running,
And dashing and tumbling and humming,
And laughing and shouting and chasing,
And shoving and yelling and racing,
This way they go down to lunch at the Hall.

A pleasant variation from the ordinary class-room work has been found in a modernized and modified version of the old spelling bee, which has been used with success in the Latin and Mathematics departments. Questions have been so arranged that each could be answered briefly. These have been searching and exhaustive, and a very considerable knowledge has often been shown by those remaining up till the last. This exercise furnishes an excellent example of the survival of the fittest. The class winning the most points received a banner, and the one holding out till the end, a medal. Of similar interest have been the inter-class debates in the history department, where a most creditable amount of knowledge and interest has been shown by the young debaters.

A very delightful custom has been instituted of having the alumni meet for a big informal conference, a day or two before Christmas each year. Back they troop from their colleges or work in large numbers. The very time seems to have been well chosen, for a holiday flavor pervades the entire affair. It is after all largely by the alumni that a school must be judged. No matter how fair a rose bush may be, if it does not bear beautiful

blossoms it has lived in vain. One cannot but be impressed by the very remarkable feeling of affection shown by the alumni towards "old Erasmus." Such a meeting is a good thing all around. It is good for the faculty in refreshing them with the thought that their endeavors have borne some pleasant fruit at least; it is good for the graduates in making it possible to renew old friendships and to compare notes on their young impressions of an old world; it is good for those undergraduates who are present to hear from the college world and from that wider life into which they are to step so soon.

To many people a teacher, whether he be found in college or secondary school, means an anomalous being whose name is hedged in by a bodyguard of letters implying the acquisition of all kinds of unnecessary and unpractical knowledge. To many more the life of a teacher appears peculiarly dull and unexciting. New books, new apparatus, new material in the shape of the unique pupil—these are the events, these the stuff of which his quiet life is made up. But who shall say that a book may not become the most startling event in the life of a man, or that the fresh intellect of youth may not be more stimulating than more spectacular matters? Life for the teacher at Erasmus Hall has not been without its compensations, though it is somewhat out of the broad current of metropolitan life. The absence of red-tape and of a fussy and officious interference in natural and individual methods of teaching, tends to a hearty enthusiasm in the work. The social life of the faculty has been enlivened and deepened by a series of dinners held annually. These dinners have been decidedly original in conception, and pleasant in the performance. Each has been a progressive dinner, the aim being to promote opportunities for sociability. The first one, with Dr. Gunnison as toastmaster, was held at the Clarendon, December 9, 1898. The toasts carried out the conceit indicated in the title, "From our Library Shelves." Some of the titles were suggestive: "Looking Backward," "Great Expectations," "Through One Administration," "Reveries of a Bachelor" and "The Lay of the Last Minstrel." The second dinner was held January 26, 1900, with Mr. J. Herbert Low as toastmaster. "A Little Journey into the World" was the subject for the toasts. The third dinner occurred December 14, 1900, at the Montauk Club. The toasts formed an "Erasmus Extra," with Miss Anna H. Adams as managing editor, and the motto, "All the news that's not in print." On January

10, 1902, at the Midwood Club, was held the fourth annual dinner; subject, "'Round the Camp Fire;" officer of the day, Dr. Charles S. Estes. An interesting episode of this dinner was the presentation to the school by the faculty of a large oil painting of Mr. Richard Young.

One of the most interesting dinners of the series was held at the Hanover Club on December 15, 1902. The effect, as one entered the room, of the tables lighted only with Greek lamps, was striking. But the surprise of the evening was a series of lantern slides, satirizing amiably the hobbies and foibles of various members of the faculty. The toastmaster for this extremely pleasant evening was Dr. von Nardroff.

At the same place, on Lincoln's Birthday, February 12, 1903, was held the sixth dinner of the series. The feature of this dinner was an original play or skit entitled, "A Pedagogue in Spite of Himself; A Midwinter Night's Absurdity." The chairman of the committee was Mr. Harter.

The next dinner was held at the Kings County Democratic Club, on the evening of February 25, 1905. The speaker of the evening was Dr. James H. Canfield, of Columbia University. An interesting feature of the evening was the presentation on behalf of the faculty of the portrait of Dr. Gunnison, painted by Mr. John W. Alexander. The master of ceremonies was Mr. Willis Earle.

The eighth annual dinner was held at the Assembly on Pierrepont Street, on February 17, 1906, under the direction of Miss Mary H. Holmes. A burlesque "Chapel Exercise" proved very diverting.

Not only in a social way have the teachers banded together. They have a local Science Club; a Latin Club, which has read Horace, Plautus, Terence, Catullus, the Younger Pliny, and Tacitus; a Greek Club, devoting itself to Homer.

A successful combination of the social and scholastic has been found in a series of receptions given by the different departments to the teachers of the city interested in the various subjects. The first meeting was given by the English department, the guest of the evening being Mr. Edward Markham, who read several original poems; then followed the history department, with Dr. Truman J. Backus and Dr. J. Coleman Adams as guests of honor; then the classical department, with Dr. Harry Thurston Peck as guest; the mathematical department entertained as guest Professor David Eugene Smith, of Columbia University; the science

Miss Kate E. Turner

department, Professor Garrett P. Serviss; the department of modern languages, Dr. Heinrich Conried, of the Irving Place Theatre and Metropolitan Opera House; the art department, with Mr. Frederic B. Crowninshield, President of the Municipal Arts Society, as guest. A second reception has been held by the English department, at which Irving Bacheller was the guest of honor.

A department which has done much for the progress and reputation of the school is the art department. Its different studies are as distinct and individual as may be, but all add to the sum total of the artistic impulse felt throughout the school. This tribute printed in the "School Journal" comes from the St. Louis Exposition: "When speaking of the boroughs of Manhattan and the Bronx and Queens, I should have added that Erasmus Hall High School, Brooklyn, shows the best art work of any Eastern high school." Not only is the chairman of the department, Mr. Allen B. Doggett, an accomplished artist with the pencil and brush, but with the camera also. In the first decade of the high school, we have what might almost be styled an illustrated biography of its life, thanks to his endeavors. While on the subject of art, it is of interest to recall the loan of famous paintings of American artists, entirely filling the two great studio rooms, made in 1900 by Mr. William S. Hurley, a consistent and helpful friend of the school.

Not only the pupils but the public were admitted to see these examples of the work of such artists as George Innes, F. S. Church, George H. McCord, Walter Shirlow and Bruce Crane. By two of these artists, Mr. McCord and Mr. Crane, interesting talks on art were given before the pupils during which landscapes were painted, entirely characteristic of the artists, though painted in a very few moments.

Rather a striking innovation for a high school in New York City was the introduction of the system of promotion by subjects, a scheme subsequently adopted by many schools of the city. No pupil was kept back in a subject in which he had done satisfactory work because he had failed in other subjects, unless indeed, his average of scholarship was notably bad. This plan necessitated a great deal of care in the preparation of programs, as the school grew in numbers and the curriculum broadened. Especially as the pupil neared graduation did the matter become complicated. Much credit is due to the clear-headed and system-

atic method of the Assistant Principal, Miss Kate E. Turner, in the successful carrying out of this scheme.

In the list of those who have made addresses at the graduation exercises of the school are to be found such names as Theodore C. Search, President of the National Association of Manufacturers; Dr. St. Clair McKelway; Dr. Truman J. Backus, of the Packer Collegiate Institute; Dr. J. Coleman Adams; Martin W. Littleton, Borough President, and Dr. George A. Hubbell, of Berea College.

An interesting exercise took place on the front lawn of the school on May 26, 1903. The occasion was the celebration of the two hundred and fiftieth anniversary of the charter of New York. The program was as follows:

Song, "America".....By the School
Address, "New York".....Hon. Richard Young
Address, "Emerson".....Dr. Geo. A. Hubbell
Recitation, "Concord Hymn".....Miss Gertrude Taylor
Song, "Erasmus Hall".....By the School

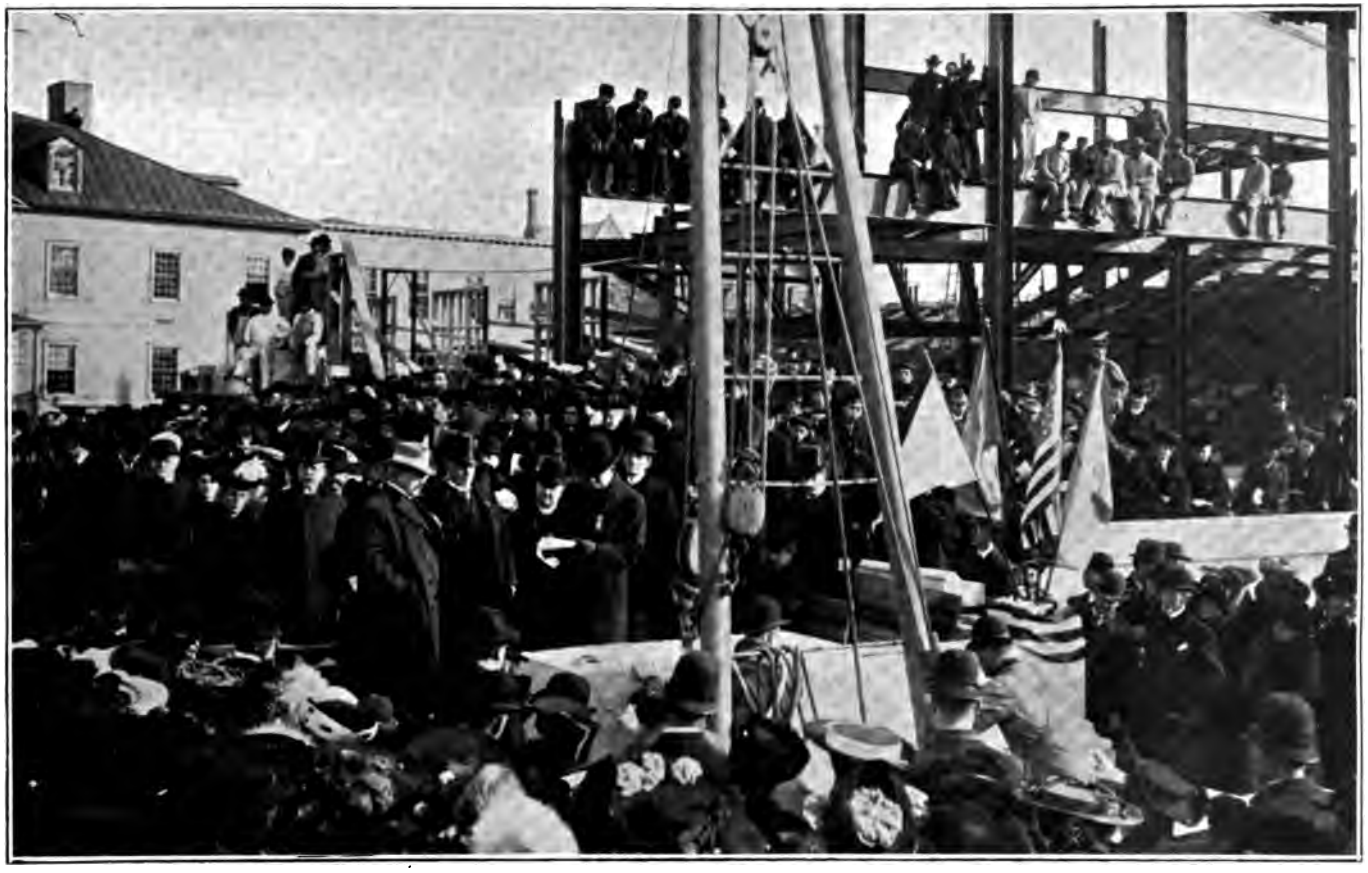
But an occasion of much more local interest and one which had been looked forward to for years, was the laying of the corner-stone of the new building on January 18, 1905. At last the promises of the city, and the hopes of the friends of the school were fulfilled. Plans had been adopted for a series of buildings illustrating various distinct periods of architecture, from ancient Greek to the scholastic Gothic of the seventh century, and the first section would soon be completed. This wing forms part of the façade of what will be the largest preparatory institution in the country. It will probably be ten years, however, before the last stone is laid. It is not hard to imagine, when from some side street in Flatbush one catches through the trees a sight of the new tower as it raises its gray loveliness into the air, that one is looking at one of the old buildings at Oxford or at Phelps Hall at Yale. The first section is to contain a large assembly hall with a seating capacity of sixteen hundred; this will be furnished with a large pipe organ.

The following letter from the architect, Mr. C. B. Snyder, will give an idea of the intended treatment of the new building:

BOARD OF EDUCATION,
Park Avenue and 50th Street
NEW YORK, March 10, 1906.

MR. J. W. HARPER

DEAR SIR:—There is an old saying which holds that "Necessity is the mother of invention," which is merely a short, concise way of assigning a reason for all human development along material lines



Laying the Corner-stone of the New Building

It applies as well to the farmer, without the ready recourse of the store or shop; to the artisan and mechanic, who seeks some new or more economical method of accomplishing results; and even to the architect, who is called upon to solve a problem along new lines.

Thus it was with the new Erasmus Hall High School.

The writer was called before the Committee on High and Training Schools and asked if he could design a building for the school:

First—The cost of which would not exceed $300,000.

Second—That the construction thereof should not disturb the occupancy of the present group of frame buildings at the center and rear of the plot constituting the school; and

Third—That the design and plan should be such that this first portion built would in itself be complete and yet a part of a scheme which, when completed, would afford accommodations for as many pupils as Erasmus Hall High School might at any time in the future be called upon to receive.

The crowded condition of the mass or aggregation of frame buildings constituting the present school, many rooms in which are unfit for school purposes, absolutely demanded relief. But there were no buildings in the district which could be hired and in which the students could be placed until the new building could be constructed. Had this been possible, the result would have been, without doubt, a high school building along lines familiar to all.

A careful study of the matter convinced me that after all it was a good thing for the future school that the present one could not be disturbed, for therein lay the suggestion for a design unique in high schools of the country.

The block plan reproduced herein* illustrates what it is hoped can be carried out. A quadrangle enclosed by buildings devoted to various departments of the school work.

The former residential character of the neighborhood about the school is undergoing a rapid transformation into a business center.

This was duly recognized, but the peculiarity of the deed of gift and the value of the plot as it lay *ready for use*, while a proposed change of site—which would mean years of delay—rendered a change to another locality, where perhaps more quiet could be secured, an impossibility unless the school was to cease its growth and refuse for several years to come, to care for the students who would demand admittance.

The buildings, therefore, have been designed as a screen across the end of the quadrangle, shutting out the noise and confusion of Flatbush Avenue traffic, the only entrance being through the large arch under the tower, which is placed on the axis of the longer dimension of the plot.

As the old school had never had an adequate assembly hall or room, one of the features of the first portion of the new structure was designed to overcome this lack of a most essential utility in school life. This, as designed, would be called a chapel were it part of a college, but if we may not aspire to this, yet I have thought that it might be known

as "the Hall." As such the endeavor has been to design a harmonious, impressive room, in a style permeated with history and romance; a place which, of all others, will stand out clearly in the loving memory of the student in after years for his Alma Mater. Its walls, columns and arches should bear the trophies won in athletic and scholastic contests, there to be preserved and handed down as a part of the glorious history of the school.

It is to be regretted that the utilitarian uses to which the "Hall" must be put compels us to close our eyes to the incongruity of the use of an organ, fixed furniture and, above all, "opera chairs." In all else, style and its traditions have been closely followed.

The need of a gymnasium has been very great and can now be only partly met by assigning for temporary use the open space beneath the Hall, which is ultimately designed as a lunch room, it being the expectation that a proper gymnasium building will be erected in the near future as one of the new group, which will have its beginning in the completion of the Flatbush Avenue front at the left of the tower and will extend on both sides of the quadrangle or campus to Bedford Avenue.

There have been no designs made for the elevation on this avenue, but the aim has been to have a central tower on the same axis as that on Flatbush Avenue, through the archway in the base of which will be afforded a view of the "quad" with its green sward, trees, shrubs and vines.

What the ultimate design of the various buildings going to make up the group may be, it is, of course, impossible to say, but in designing and planning that portion which you now see approaching completion, I have always intended that the whole should be a graphic illustration of the various phases of the so-called Gothic movement, from the Round Arch to the Flamboyant and on through its later transitorial stage. I confess that it is a bold project, but am convinced that it is correct from all points of view, and I hope most sincerely that the years may be but few before I shall have the pleasure of carrying it out and of turning the buildings over completed and ready for use.

Very truly yours,

C. B. SNYDER.

On September 27, 1787, was held the first public exhibition of Erasmus Hall, and "the scene," says Stiles, "was graced by the presence of the Governor of the State, several members of the Assembly and a large concourse of prominent gentlemen of the city." Of fair renown also were many of the men gathered to do honor to the old-new Erasmus Hall on this January day of 1905. The program arranged for the out-door exercises was as follows:

Song ..... "America"
Invocation ..... Rev. John M. Ferris, D.D.
Laying of the Corner-stone ..... Mr. George M. Schaedle

DOXOLOGY.

Benediction ..... Rev. John T. Woods

First the corner-stone was laid and declared "level, plum square and now truly laid." It contained:

Annual report of the Board of Education, 1902.
Directory of the Board of Education, 1904.
Manual of the Board of Education, 1904.
Minutes of the Committee on Buildings, August 15, 1904.
Minutes of the Executive Committee of the Board of Education, August 1904.
Minutes of the Board of Education, September 12, 1904.
Minutes of the Executive Committee of the Board of Education, Novem 16, 1904.
Minutes of the Board of Education, November 23, 1904.
Syllabuses of Course of Study for Elementary and High Schools.
Fifth Annual Report of City Superintendent of Schools for year end July 31, 1903.
The Manual Training Schedule.
Report of the Superintendent of School Buildings, 1902.
Holy Bible.
United States Flag.
Medal, Erasmus Hall High School, struck in commemoration of the lay of the corner store.
School pin, Erasmus Hall High School, and colors blue and buff.
Seal, Erasmus Hall High School, adopted in 1797.
Photograph, Erasmus Hall High School as existing in 1904.
Card of invitation issued for the ceremony of laying the corner stone new Erasmus Hall High School.
Copy of the school song, composed by E. W. Harter, E.H.H.S.
Copy of the graduating exercises, 1904.
Three postal cards in local use, giving different views of the High Sch
History compiled by Dr. Willis Boughton.
Copy of "The Erasmian," school paper, December, 1904.
Copies of plans.
Copy current issue of "School,"

The exercises resumed within the old building were open by an address by the Superintendent of Schools, William Maxwell. He said in part:

"In 1882, the year in which I became connected officially with this syst of schools, there was (in Brooklyn) just one school that could by so stretch of imagination be called a high school. The Board of Educat did not dare in 1882, twenty-two years ago, to call that school a high schoo there was so much opposition among people of the city of Brooklyn to spe ing any money for what is called 'higher education.' . . . This year th are in the high schools of Brooklyn alone 7,553 pupils. . . . This beauti building whose corner-stone you have laid to-day will cost before it is finish I suppose, anywhere from half a million to three-fourths of a million of d lars. . . . Last year the cost per capita in the high schools, based on regis for each pupil instructed in high schools was $74.16; on the average atte

ance, $85.00. These seem enormous sums, but they are less than half the cost of similar instruction in the best private schools. Great as is the cost, I submit that it is very small compared with the advantages to the community the people derive from high schools.

"In the first place, there is the material advantage—and I will put it to the good people of Flatbush if you have not had abundant illustration of the material advantage of having a high school established in your community. Why, Flatbush is now probably one of the most beautiful parts of the city of New York, and I suppose it has grown to be ten times as large as it was before this high school came to it. High schools always attract population. Real estate is the most important asset of Brooklyn. Anything that increases the demand for real estate increases the wealth of the city. This high school where we stand to-day had added enormously to the value of the property, not only in this part of Brooklyn, but throughout all of Brooklyn. In the second place, education increases the general intelligence of the people, and therefore makes each brain and hand more productive. Every increase in intelligence is an increase in wealth-producing power. In the third place, higher education increases the power for the rational enjoyment of life, and that power is not confined to those who have gone through the high school, because the instruction given in the high school improves the quality of the teachers in the elementary school, and so the blessings of the high school, through its graduates who become teachers, through its graduates who go out in all directions, are diffused throughout the community.

"Again, a good system of high schools is of vast civic importance. The diffusion of high school education leads directly to independent thinking: Independent thinking leads to independent conduct; independent conduct leads to independent voting and to independence in the discharge of all the duties of citizenship.

"But the most important argument for high schools remains to be stated. Public schools are established and maintained for many reasons, but chiefly for this reason, namely, that all children, whether the children of the rich or the children of the poor, shall have equal opportunity for success and happiness, as far as education can make them equal. It follows that the public school must go further, and must be as good a school as the best private school. We believe that our high schools are giving a secondary education that is in no respect inferior to that given in the best private schools. Indeed, if we may judge from the awards given to our educational exhibit at St. Louis, and from the fact that the number of students entering our great public institutions from high schools now far exceeds the number entering from private schools, and from the further fact that our boys and girls have demonstrated time and time again that they need fear no competition for prizes and scholarships; if we may judge from these facts, we are well within bounds when we say that during the last seven years the public high schools of New York have assumed the leadership in secondary education. At last we have realized the dictum of Horace Mann: 'The school that is not good enough for the son of a rich man is not good enough for the son of a poor man.'

"In the year 1787, before Washington had become President of the United States, before a single line of great poetry had ever been penned in the territory embraced in the United States, while Sir Walter Scott was still a boy

at school, in the same year in which Byron was born, before railroads traversed the land or steamboats plowed the ocean, before the fires of the French Revolution had burst forth to consume the remains of a degraded and decadent feudalism, Erasmus Hall Academy was founded by the Dutch citizens of Flatbush and chartered by the Regents of the University of New York. That Academy had a glorious history, and now on this land dedicated one hundred and eighteen years ago to the sacred cause of education, is about to arise a more stately building with ampler halls and richer equipment, which will have, I doubt not, a still more glorious history, a more glorious history, because it is dedicated to the service not of the few but to the service of the many, because it is dedicated to the cause of free public education."

Mr. Richard Young spoke feelingly of the old school when in its "hoary old age, its mantle fell on the free public school system of Brooklyn."

"I know," he said, "there are those sitting before me to-day who look with mixed emotions on the changes taking place. There are those who played under the trees and took their recesses and ate their lunches there in the old times, and every stroke of the axe meant a stroke of the heart to them. But they realized that there was a greater thing than trees and open lands and beautiful grounds; that there are hearts and minds to be developed and built up, and that we are to go out into the world to do this."

President Finley, of the City College, said in part:

"I think this is a most auspicious day, not only for this part of New York, but for the city and for the country itself. This is a splendid thing which democracy is doing out of her own treasures. I was asked a few weeks ago to say one word to the Archbishop of Canterbury, as he was leaving our shores to go out to his home, and the word that I tried to say was what democracy is doing for the training of her own children. It is not what we are doing out of our private purses; it is not what we are doing in the way of charities or establishing private institutions; these are not our noblest gifts, it seems to me; it is what democracy is doing out of her own treasures; this is the best token of her high-mindedness, and it is the best promise of a broadening and a heightening and ennobling of life in this democratic country of ours. I congratulate you with all my heart this day."

Mr. John Greene, of the Board of Education, said:

"Alone among the high schools of the city, now the Borough of Brooklyn, the interests, the ambitions, the ideals of the high school cluster about a name, the name of Erasmus, a name of which the people from whom he sprang may to the remotest generations well be proud. He was the light of the humanistic movement in Europe. He was skilled in the graces of the writers of antiquity, and he has transmitted to the descendants a record for scholarship, a record for the style which should be the result of scholarship, which has given Erasmus Hall a typical place among the high schools of the city. Other high schools since have been dignified by the addition of the

names of great men. Erasmus Hall will always remain as the first of its class in point of time, and it rests with you, the teachers and the Principal and the members of the Board who take an interest in the school, to see whether it may not retain a first place in rank.

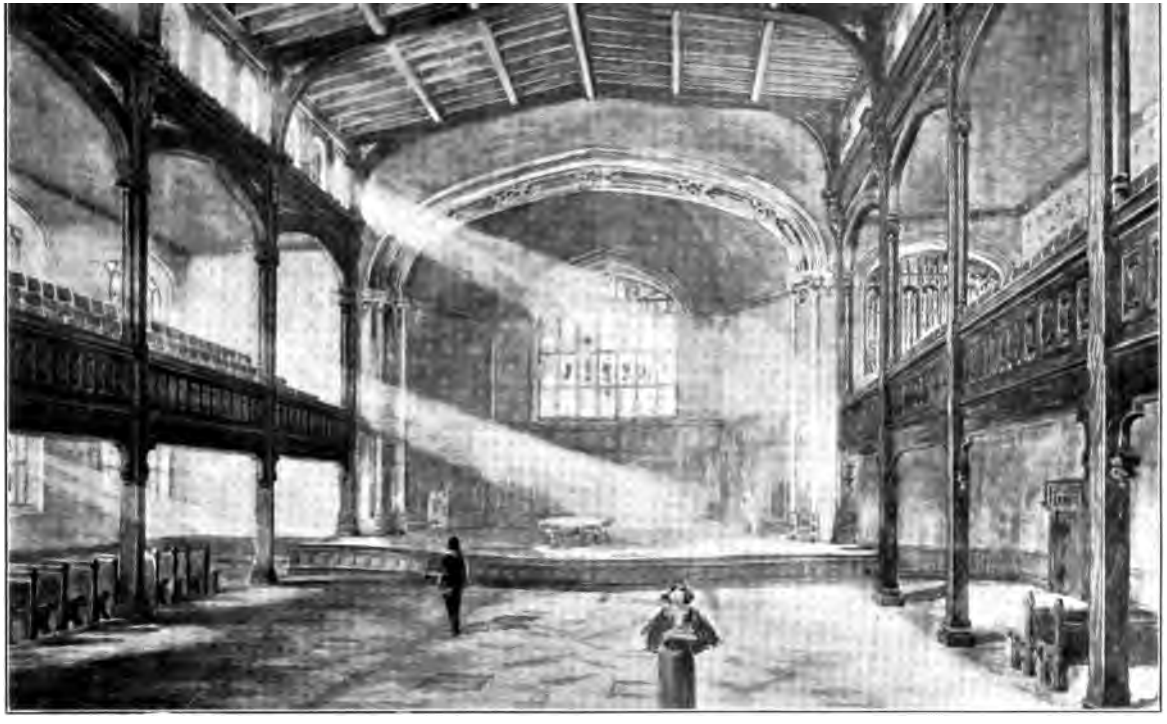
"You are situated in the most beautiful part of the city of Brooklyn, a part which retains more than any other the pristine characteristics of an early population. We see here traces of the existence of men who lived two hundred years ago or more in buildings which remain to this day. It is for you for whom the school is especially designed to carry on the traditions of the man whose name the school bears, and of those who have labored to carry on his work, of the simple virtues, the high living, of the people among whom you have been brought up, and of those who represented the best even to them."

Looking back over the story of the school during the past decade, one is amazed at the variety of life and circumstance exhibited. Of course this period is a mere point of time when one thinks of the time when Desiderius Erasmus was selling his clothes to buy Greek books with, or later when Eskemoppas, the Sachem of Rockaway, claimed to be the owner of Midwout and sold it to the Dutch burghers for a song or for something less valuable; or when the branching sycamores, old even in those days, looked stolidly down upon glimpses of the battle of Long Island; or even to the time when the rosy cheeked Dutch boys trudged sturdily each morning to the colonial academy building. The thought of this school for so long a time—

"Hiving wisdom with each studious year"

is a stimulating one.

Without doubt, within the last ten years this school has had opportunities such as fall to the lot of very few educational institutions. It will be for time, with its true perspective, to tell in what degree she has lived up to them. Has she proved herself worthy of her motto, "*Fortiter ascende*." She not only had a past, dignified, of good repute, with all the moral impetus furnished by its precedents; she has, if successful, a most glorious future. In the story of these latter years there have been some gray days among the gold, days of storm and stress, days of discouragement, when the hoped-for progress was not apparent. If ever Erasmus Hall has her epic poet, he will, I think, choose to sing this ten years' war against numerous trials and disappointments. He will not fail, though, to sing the happier days. For in general, the school seems to be fulfilling her destiny and to be coming measurably near the expectations of her most sanguine friends.



Erasmus Hall High School.
Interior View of the Assembly Room

Carmen Saeculare

Nunc dies almus venit aureaque
Luce Sol omnes homines iuvabit;
Nos triumphali quatiamus astra
Carmine celsa.

Corde ferventi tumidoque tempus
Hoc cupiverunt proavi videre;
Hunc diem festum fugientis anni
Nos statuamus.

. . . . . .

Saeculum longum, venerata Mater,
Volvit annorum volucrique cursu
Inclytae famae populi dederunt
Serta decora.

Hic ubi patres modo bella nostri
Magna gesserunt, ubi depulerunt
Britones duros, patriae tyrannos,
Fortibus armis,

Parva surrexti caput ante gentes
Ceu loco suaves violae remoto
Flosculos tollunt ab humo fragrantis
Vere benigno.

Civitas discors erat una facta
Nuper ex multis animique concors
Natio foedus celebrabat omnis

Hic Batavorum veterum viriles
Filii doctas coluere Musas
Atque virtutem didicere pulchram
Semper amare.

Cum gravis belli quoque densa nubes
Aethera umbravit gladiusque dirus,
Nuntius luctus, rubefecit arva
Sanguine fratrum,

Tum dolens Marti teneros feroci
Corde demisso pueros dedisti
Ne labor patrum caderent piorum
Et monumentum.

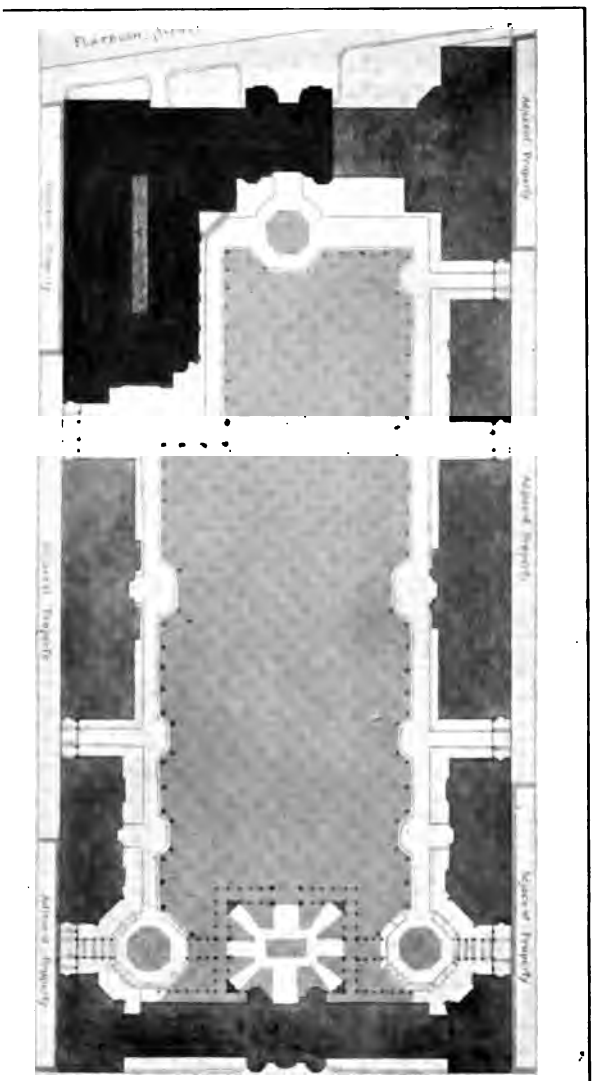
Civium tandem rabies quievit:
Mox fabri in falces gladios cruentos
Igne curvabant hominesque agebant
Munera Pacis.

. . . . . .

Gaudeant omnes iuvenes in urbe;
Hic novem, Phoebi comites, sorores
Incolent semper pretiosa cultus
Dona ferentes.

Virgines adsint puerique casti
Gloriam laete meritam sonantes;
Debitae laudes decorent Erasmi
Nobile nomen.

Denis R. O'Brien


Bedford Avenue

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By Gertrude Lefferts Vanderbilt.

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By Stephen M. Ostrander, M.A.

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By Edward Tanjore Corwin, D.D.

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A Tribute to the Memory of the late Rev. Robert Grier Strong.
By C. L. Wells, D.D.

A List of the Presidents of the Board of Trustees from 1787-1896

John Vanderbilt (Senator).....from Dec. 17, 1787, to Jan. 7, 1
Johannes E. Lott.....from Jan. 7, 1797, to Oct. 1, 1
John C. Vanderveer.....from Oct. 1, 1808, to Apr. 29, 1
John Lefferts.....from Apr. 29, 1820, to Sept. 28, 1

A List of the Clerks of the Board of Trustees from 1787-1896

Aquila Giles	from	Dec.	17, 1787,	to	Apr.	3, 1788
James Tod (Not a Trustee)	from	Apr.	3, 1788,	to	May	7, 1792
Peter Wilson	from	———	——		———	
Thomas M. Strong	from	Apr.	29, 1829,	to	April	3, 1830
David Johnson	from	Apr.	3, 1830,	to	Dec.	31, 1836
Dr. J. B. Zabriskie	from	Dec.	31, 1836,	to	Apr.	4, 1848
John Vanderbilt	from	Apr.	4, 1848,	to	Oct.	21, 1856
Dr. John L. Zabriskie	from	Oct.	21, 1856,	to	Nov.	11, 1895
John Z. Lott	from	Nov.	11, 1895,		———	

A List of the Treasurers of the Board of Trustees from 1787-1896

Peter Lefferts	from	Dec.	17, 1787,	to	———	
Garrett Vanderveer	from	———		to	Dec.	25, 1832
Simon Cortelyou	from	Jan.	1, 1833,	to	———	
Cornelius Duryea	from	———		to	Aug.	8, 1845
David Johnson	from	Aug.	8, 1845,	to	Apr.	9, 1849
Henry S. Ditmas	from	Apr.	9, 1849,	to	Dec.	14, 1850
John A. Lott	from	Dec.	14, 1850,	to	July	20, 1878
Abraham Lott	from	July	27, 1878,	to	July	13, 1889
W. H. Story	from	July	13, 1889,		———	

A List of the Trustees of Erasmus Hall Academy Charter Members

Name.	*Date of Removal and Cause.*
John Vanderbilt	1796. Death. Noted in Minutes of Trustees, Jan. 7, 1797.
Walter Minto	Dec. 12, 1792. Seat declared vacant by Board.
Peter Lefferts	Oct. 17, 1791. Death.
Johannes E. Lott	Oct. 1, 1808. Resigned on account of age.
Aquila Giles	Nov. 28, 1797. Seat declared vacant.
Cornelius Vanderveer	Dec. 3, 1788. Resignation.
George Martense	Dec. 31, 1835. Death.
Jacob Lefferts	Nov. 28, 1797. Seat declared vacant.
William B. Gifford	Nov. 8, 1801. Resignation.
Hendrick Suydam	Dec. 3, 1788. Resignation.
John J. Vanderbilt	Nov. 14, 1806.
Martinus Schoonmaker	Oct. 27, 1808. Resignation.
Philip Nagle	Dec. 20, 1792. Resignation.
Peter Cornell	July 17, 1789. Removal from the county.

Name.	*Date of Removal and Cause.*	
JOHN H. LIVINGSTON	Feb. 11, 1803.	Seat declared vacant.
JAMES WILSON SAMUEL PROVOST JOHN MASON COMFORT SANDS	.....	These four members never attended a meeting of the Board of Trustees. Their seats were declared vacant in conformity to a By-Law passed April 26, 1790.

The Board of Trustees was a self-perpetuating body, and in succession the following-named men have been members of that Board

Name.	*Date of Election.*	*Date of Removal and Cause.*
REV. PETER LOWE	Dec. 17, 1787.	June —, 1818. Death.
GARRET MARTENSE	Dec. 17, 1787.	Mar. 7, 1796. Resignation.
PETER STRIKER	Nov. 19, 1788.	May 7, 1800. Resignation.
JOHN C. VANDERVEER	Dec. 3, 1788.	Apr. 29, 1829. Resignation.
HENDRICK H. SUYDAM	Dec. 3, 1788.	Nov. 23, 1804. Resignation.
LAWRENCE VOORHEES	July 17, 1789.	May 7, 1806. Present at Board Meeting for last time.
CORNELIUS BERGEN	Oct. 17, 1791.	Sept. 26, 1826. Death.
REM. HEGEMAN	Oct. 17, 1791.	Dec. 13, 1799. "Removed."
ABRAHAM DITMAS	Oct. 17, 1791.	Dec. 7, 1805. Death.
DR. JOHN H. VAN BEUREN	Oct. 17, 1791.	Dec. 19, 1793. Resignation.
R. MARTENSE	Mar. 24, 1792.	May 18, 1812. Death.
PETER WILSON	Dec. 8, 1792.	Dec. 14, 1804. Resignation.
JOHN NAGLE	Dec. 20, 1792.	Dec. 13, 1799. Removed from village.*
GARRET VANDERVEER	Dec. 19, 1793.	Refused to accept.
LEFFERTS MARTENSE	Mar. 7, 1796.	
SAMUEL GARRITSON	Nov. 28, 1797.	Dec. 13, 1799. Death.
JOHN CORTELYOU	Nov. 28, 1797.	Dec. 7, 1805. Law of limitation.
GARRET VANDERVEER	Dec. 13, 1799.	Dec. 25, 1832. Resignation—Advanced age.
JOHN LOTT	Dec. 13, 1799.	Jan. 1, 1842. Resignation.
ANDREW SUYDAM	Dec. 13, 1799.	May 9, 1818. Resignation.
GARRET STRYKER	May 2, 1800.	Dec. 5, 1818. Present at Board Meeting for last time.†
BATEMAN LLOYD	Feb. 11, 1803.	Nov. 20, 1815. Death.
JEREMIAH LOTT	Nov. 23, 1804.	Oct. 12, 1861. Death.
JEREMIAH VANDERBILT	Dec. 7, 1805.	Apr. 22, 1837. Resignation.

* Sold his farm at Vendue to Judge Lott, April 14, 1798, for £4,645.—BAXTER.
† June 21, 1819, Garret Stryker buried.—BAXTER.

Name.	*Date of Election.*	*Date of Removal and Cause.*
PETER STRYKER, JR.	Dec. 7, 1805.	Aug. 5, 1832. Death.*
JOHN LEFFERTS	Jan. 20, 1807.	Sept. 18, 1829. Death.†
JOHN J. DITMAS	Oct. 27, 1808.	Apr. 11, 1829. Resignation.
DR. NICHOLAS SCHOONMAKER	Oct. 27, 1808.	May 9, 1818. Death.
ABRAHAM VANDERVEER	Dec. 11, 1811.	Dec. 5, 1818. Present at Board Meeting for last time.
RICHARD FISH	Dec. 11, 1811.	Feb. 20, 1815. Present at Board Meeting for last time.
REV. DR. JOHN BASSETT	Jan. 13, 1813.	Feb. 20, 1815. Present at Board Meeting for last time.
GARRET L. MARTENSE	Dec. 22, 1813.	July 5, 1857. Death.
JOHN VANDERBILT	Nov. 20, 1815.	Dec. 25, 1841. Resignation.
ABRAHAM LOTT	Jan. 11, 1817.	Dec. 25, 1841. Death.
DR. ADRIAN VANDERVEER	May 9, 1818.	July 5, 1857. Death.
CORNELIUS DURYEA, JR.	May 9, 1818.	Aug. 8, 1845. Death.
REV. WALTER MONTEITH	May 18, 1819.	Dec. 21, 1822. Law of Limitation.
ISAAC CORTELYOU	June 1, 1820.	Dec. 25, 1845. Death.
REV. DR. THOMAS M. STRONG	Dec. 21, 1822.	Oct. 12, 1861. Death.
GEORGE MARTENSE	Mar. 1, 1823.	Dec. 31, 1835. Death.
HENRY S. DITMAS	Mar. 1, 1823.	Oct. 11, 1884. Death.
MATTHEW CLARKSON	Mar. 1, 1823.	Apr. 11, 1829. Resignation.
JOHN C. BERGEN	Sept. 26, 1826.	Oct. 8, 1870. Death.
DAVID JOHNSON	Apr. 11, 1829.	Oct. 9, 1849. Death.
MICHAEL SCHOONMAKER	Apr. 11, 1829.	Jan. 4, 1845. Resignation.
JOHN VANDERVEER, JR.	Sept. 28, 1829.	May 1, 1863. Resignation.
JOHN A. LOTT	Sept. 28, 1829.	July 20, 1878. Death.
SIMON CORTELYOU	Dec. 25, 1832.	Dec. 25, 1844. Resignation.
JOHN DITMAS	June 11, 1833.	Nov. 6, 1880. Death.
DR. JOHN B. ZABRISKIE	Dec. 31, 1835.	Apr. 4, 1848. Death.
JOHN J. VANDERBILT	Apr. 22, 1837.	July 25, 1893. Resignation.
SAMUEL G. LOTT	Dec. 25, 1841.	Oct. 30, 1866. Death.
JOHN VANDERBILT	Dec. 25, 1841.	Oct. 20, 1877. Death.
JOHN I. LOTT	Jan. 1, 1842.	Oct. 27, 1855. Death.
GARRET MARTENSE	Jan. 4, 1845.	Oct. 9, 1849. Death.
JOHN D. PRINCE	Jan. 4, 1845.	Feb. 9, 1889. Death.
RICHARD L. SCHOONMAKER	Aug. 8, 1845.	Feb. 10, 1877. Death.
JOHN CORTELYOU	Dec. 25, 1845.	Apr. 12, 1851. Death.
JOHN LEFFERTS	Apr. 4, 1848.	July 25, 1893. Vacancy noticed in Minutes.
JACOB V. B. MARTENSE	Oct. 9, 1849.	Feb. 11, 1882. Death.
JOHN SCHENCK	Oct. 9, 1849.	Apr. 9, 1850. Declined to accept.

* Aug. 5, 1832, died, Peter Stryker, of cholera.—BAXTER.
† Dec. 15, 1812, elected to Congress.—BAXTER.

Name.	*Date of Election.*	*Date of Removal and Cause.*
JEROMUS J. JOHNSON	Dec. 13, 1851.	Oct. 13, 1860. Resignation.
VAN WYCK CORTELYOU	Dec. 13, 1851.	Oct. 8, 1870. Declared vacant.*
JOHN L. ZABRISKIE	Oct. 27, 1855.	Nov. 13, 1895. Death.
JOHN F. MARTENSE	Mar. 3, 1860.	Apr. 11, 1863. Death.
ABRAHAM LOTT	Mar. 3, 1860.	June 13, 1889. Death.
JAMES L. LEFFERTS	Oct. 13, 1860.	Oct. 8, 1864. Resignation.
JOHN OAKEY	Oct. 12, 1861.	Dec. 23, 1873.
ABRAHAM I. DITMAS	Oct. 12, 1861.	Apr. 15, 1894. Death.
REV. C. L. WELLS	Apr. 11, 1863.	Dec. 12, 1904. Death.
JACOB P. VANDERVEER	May 1, 1863.	
HENRY LYLES, JR.	Oct. 8, 1864.	Apr. 12, 1893. Resignation.
THEO. B. LOTT	Oct. 30, 1866.	
DR. HOMER L. BARTLETT	Oct. 8, 1870.	Feb. 3, 1905. Death.
REV. JOHN M. FERRIS	Oct. 8, 1870.	
JOHN Z. LOTT	Oct. 12, 1878.	
LIONEL A. WILBUR	Oct. 12, 1878.	Oct. 11, 1884. Death.
LEFFERTS VANDERBILT	Oct. 12, 1878.	July 25, 1893. Resignation.
JOHN H. DITMAS	Oct. 12, 1878.	
WILLIAM H. STORY	June 11, 1881.	
ADRIAN V. MARTENSE	Feb. 11, 1882.	Jan. —, 1898. Death.
JOHN A. LOTT, JR.	Oct. 11, 1884.	Apr. 12, 1893. Resignation.
ROBERT LEFFERTS	Oct. 11, 1884.	
REV. JEREMIAH LOTT ZABRISKIE	Feb. 9, 1889.	
FREEMAN CLARKSON	Feb. 9, 1889.	
I. N. FORD	July 25, 1893.	
H. N. SHERRILL	July 25, 1893.	Dec. 29, 1900. Death.
L. T. GERMAN	July 25, 1893.	
WILLIAM SCHWARZWALDER	Apr. 12, 1893.	
JOHN D. PRINCE	Apr. 12, 1893.	
JOHN B. ZABRISKIE, JR.	Sept. 20, 1896.	
JEREMIAH LOTT	Sept. 20, 1896.	

Teachers of Erasmus Hall Academy†

REV. JOHN HENRY LIVINGSTON, D.D., Principal.....1787—1792
See pp. 37-52.
JAMES TOD, Classical Department.....1788—1792
Secretary of the Board of Trustees.
JAMES TURNER, English Department.....1788—
BRANDT SCHUYLER LUPTIN‡.....1788
JOHN GIBSON.....1789—1791
EDWARD SHEPARD.....1789—1790

* Never took his seat.
† It is not possible to make this list complete. The dates are drawn largely from the Minutes of the Board of Trustees.
‡ Mentioned by first Regents' Visiting Committee, but not in the Minutes of the Trustees.

JOHN TERHUNE ..... 1790—1791
ALBERT O'BLENISS, Classical Department ..... 1791—1806
Queen's (Rutgers) College.
MICHAEL SCHOONMAKER ..... 1791—1805
ALEXANDER McDONALD, French ..... 1792—
——— JONES ..... 1792—

PETER WILSON, Principal ..... 1792—1805
See pp. 52-61.
PETER LABAGH, French ..... 1792 (Dec. 5)—1794
JOHN SMITH, French and English ..... 1793 (Feb. 2-Nov. 30)
HENRY ALAIRD DE HEUSCH, French ..... 1793 (Dec. 19)—1795 (Sept. 8)
——— LECOTTE, French ..... 1795 (Nov. 30)—1797 (May 27)
NICHOLAS DOLLETT, French ..... 1797 (Nov. 27)—1798 (Dec. 8)
PETER VAN PELT ..... 1797 (May 23)—
——— BAIRD ..... 1798—1799 (April 4)
JOSHUA GENET, French ..... 1798 (Dec. 8)—1799 (March 25)
SAMUEL HARRIS, Assistant ..... 1799 (June 22)—
HUGH MILLER, English Department ..... 1799 (Dec. 13)—1800 (May 2)

REV. PETER LOWE, Principal ..... 1805—1818
See pp. 61-63.
RICHARD FISH ..... 1805 (March 16)—1806 (May 1)
JOHN WYCKOFF ..... 1805 (Dec. 7)—
EVAN BEYNON ..... 1806 (May 10)—1808 (Jan. 2)
JOAB G. COOPER, Classical Department ..... 1806 (Nov. 8)—1808(Jan. 2)
Editor of Cooper's Virgil.
VALENTINE DERRY, Classical Department ..... 1808 (Feb. 11)—1809 (Sept. 11)
JOHN BRANNON ..... 1809 (Jan. 19)—1810 (April 10)
——— GRAY ..... —1809 (July 7)
RICHARD WHYTE THOMPSON, Classical Department,
1809 (Sept. 15)—1814 (Dec. 23)
WILLIAM STEWARD ..... 1810 (Aug. 8)—1810 (Aug. 21)
EDWARD CASSIDY, English Department ..... 1810 (Aug. 21)—1811 (Jan. 17)
JOHN VAN CLEEF ..... 1811 (Feb. 1)—1811 (July 1)
AVA NEIL ..... 1811 (March 11)—1813 (Sept. 15)
NICHOLAS MORRIS ..... 1813 (Oct. 9)—1814 (May 16)
ADRIAN HEGEMAN ..... 1814 (May 23)—1823 (May 1)
WILLIAM THAYER, Classical Department ..... 1814 (Dec. 23)—
WILLIAM IRONSIDES, Classical Department ..... 1815 (Aug. 19)—1816 (May 1)
Columbia College.
ANDREW CRAIG, Classical Department ..... 1817 (Jan. 11)—1819 (June 19)
S. H. MEEKER ..... 1817—1820
E. LA JURNELLE ..... 1817—1818
JAMES RUSSELL ..... 1818—1820
LOUIS J. MICHARD ..... 1818—1820
CHARLES F. A. CANDA ..... 1818—1820

JOSEPH PENNEY, Principal ..... 1819 (Aug. 28)—1821 (Aug. 14)
See p. 63.

REV. TIMOTHY CLOWES, Principal.....1821 (Aug. 29—1823 (May 1)
WM. J. CLOWES, Assistant.....1821—1822

JONATHAN W. KELLOGG, Principal.....1823—1834
See pp. 65-74.
JONATHAN B. KIDDER, A.B., Science.....1823—1829
MARIA JONES, Female Department.....1823—1829
THEODORE MORELL, French and Spanish.....1823—1834
JOHN FREY, English Assistant (Male).....1824—1825
WILLIAM ALLGEO, English Assistant (Male).....1825—1832
HANNAH C. KELLOGG.....1827—1830
ELIZA GEIB, Music.....1827—1830
WILLIAM H. CAMPBELL, Classical Assistant.....1829—1831
See pp. 70-71.
JULIA DE FOREST, Female Department.....1829—1830
PHILOMELA ROLLO, Teacher of Music.....1829—1830
MRS. W. W. MALTBY, Female Department.....1830—1831
MISS E. GILLINGHAM, Music.....1830—
ISAAC GREER, Classical Assistant.....1831—1832
ALMIRA MEACH, English Branches.....1831—1833
JULIA GILLINGHAM.....1832—1833
JONATHAN W. THOMPSON, Classical Assistant.....1832—1833
JOHN I. PRENTISS, English Assistant.....1833—
ABIGAIL RUDD, Female Department.....1833—
LOUISA M. ELY, Assistant in Female Department.....1833—
——— WENGATE, Supply Teacher.....1833—

REV. WILLIAM H. CAMPBELL, Principal.....1834—1839
See pp. 74-84.
JOHN W. THOMPSON, Classical Department.....1834—1835
ANNA F. VOSE, Female Department.....1834—1835
C. B. RAYMOND, Junior Teacher.....1834—1835
JOHN MCALPIN, Classics and Mathematics.....1835—
JOHN SKELLIE, English.....1835
P. MOURQUINE, Teacher of French.....1835
A. U. HAYTER, Music (Piano).....1835—1836
ABNER JONES, Music (Vocal).....1835
WILLIAM JAMES STEPHENS.....1835
MARK HOPKINS BEECHER.....1836—1840
See pp. 77-78.
LAURA MCELWIN, Female Department.....1836—1839
JACOB GILLET, Junior Teacher.....1836—1838
Salary $500.
V. M. HULBURT, Music (Vocal).....1836
AMBROSE LEET, Junior Teacher.....1837—1838
Belfast College, Ireland.
MICHAEL W. ERBEN, Music (Piano).....1837—1838

JEROMUS A. DAVENPORT, Department of English.....1840—1841
University of the City of New York.
SARAH PARKER, Female Department.....1840—1841
WILLIS M. ROWEL.....1840
MR. HOUSE.....1840

JAMES FERGUSON, Principal.....1841—1843
See p. 86.

ANDREW FERGUSON.....1841
A.B., Rutgers College.
CORNELIUS STOOTHOFF.....1841
A.B., Union College.
AUGUSTA INGHAM, Female Department.....1841
Academy of Wilkes-Barre.
ROBERT S. WRIGHT.....1842—1843
SARA L. MILLER.....1842—1843

REV. RICHARD D. VAN KLEEK, D.D., Principal.....1843—1860
See pp. 89-97.
JAMES D. MORRIS, French, Mathematics, English.....1843—
Hounslow School, England; taught two years in Paris.
MARGARET ODELL, Female Department.....1843—
EDWARD FOOTE.....1845—
CORNELIA C. MITCHELL.....1845—
DE WITT NOONEY, French, Mathematics, English.....1845—1846
University of the City of New York (Junior).
GRACE S. JAYCOX, Female Department.....1845—1847
Miss Seeley's Boarding School, New Haven, Conn.
JAMES R. LEUTE.....1846—1847
Rutgers College, Class of '42.
THEODORE MORELL, JR., French.....1846—1851
SIGISMOND LAZAR, Music (Piano).....1846—1848
WILLIAM C. WEBSTER, Music (Vocal).....—1848
JULIA ANNA SCHAFFER, Female Department.....1847—1848
Moravian Seminary, Bethlehem, Pa.
Starr's Boarding School, New York.
Centre College, Danville, Ky.
FANNY VAN KLEEK, Elementary Branches.....1847—1854
Albany Female Academy.
Erasmus Hall Academy.
HARRIET O. PUTNAM, English, Female Department.....1848—1849
Mt. Holyoke Seminary (two years).
THOMAS MONK, Painting and Drawing.....1848—1849
JOSEPH PROCTOR, English.....1849—1851
A.M., Union College.
Harvard College (Junior).
HENRY FARRINGTON, English.....1851—1852
MARY VAN KLEEK, Primary Department.....1851—
HENRY WELLS, Music (Vocal).....1851—1853

ISAAC BRIGGS, English.....1852—
State Normal School.
HORACE WICKHAM, English.....1853—1855
ELIZABETH VAN KLEEK.....1853—
THOMAS LEE, English Department (Male).....1855—
I. LOWENDAHL, French and German.....1857—
RICHARD LAWRENCE VAN KLEEK, Assistant.....1859—
THOMAS C. STRONG,* Classical teacher.....1859—
GEORGE W. BACON,* English.....1859—
REV. I. L. MCNAIR,* English and Classics.....1859—
J. M. HAGER, Music (Vocal).....1859—
VIRGINIA VAN KLEEK, Music (Vocal and Piano).....1859—

REV. WILLIAM W. HOWARD, Principal.....1860—1863
See pp. 97-98.
ERSKINE HOWARD, Preparatory Department.....1860—
Western Military Academy, Kentucky.
ABBIE SEXTON, Female Department.....1860—
State Normal School.
SERENA M. HESKETT, Music.....1860—
MISS M. CUNNINGHAM, Female Department.....1860—

REV. ELI T. MACK, Principal.....1863—1874
See pp. 99-104.
MR. WILSON.....1864—
ELIZABETH MACK, Primary Department.....1866—1873
MR. PIERRE.....1869—
HELEN MACK, French Department.....1869—
G. M. BAKLER.....1869—
MR. GORDON.....1869—
J. A. HIGGINS.....1868—

JARED HASBROUCK, Principal.....1874—1879
See pp. 103-104.

REV. ROBERT GRIER STRONG, Principal.....1879—1892
See pp. 104-118.
LAURA W. COGGERS.....1880—
Oswego State Normal and Training School.
SARAH E. SEDGWICK, English Branches.....1879—1892
Poughkeepsie Collegiate Institute.
S. M. MOREL, Latin, Greek, and French.....1879—1887
S. M. MOREL, French alone.....1887—1892
ESTHER G. LEGGETT, Preparatory Department.....1883—
JOSEPHINE PARTRIDGE, Primary Department.....1883—
Oswego State Normal and Training School.
GERTRUDE HAVILAND, Kindergarten.....1883—
Madam Kraus-Boelté's Kindergarten Training School.

* For Strong, Bacon and McNair our authority is Mr. Peter I. Neefus.

MRS. L. W. COTTON, Elocution.....1883—1884
REV. C. H. SCHWARZBACH, German.....1883—1884
Bloomfield Theological School.
WILLIAM OSTERMAYER, Music.....1883—1892
BERTHA CONNELL, Music.....1883—1885
BERTHA CONNELL, Music and German.....1886—1888
Packer Collegiate Institute.
CARRIE E. SMITH, Preparatory Department.....1884—
Oswego State Normal and Training School.
MRS. M. DUVAL ALLEN, Painting and Drawing.....1884—1889
South Kensington Art School, London.
LOUIS C. MOLLENHAUER, Music (Violin).....1884—1892
MADAM PFEIFFER, German.....1885—
JEANNETTE WALKER, Primary Department.....1885—1886
Oswego State Normal and Training School.
HARRIET E. LYMAN, Preparatory Department.....1886
New York Normal College.
DEWITT V. D. REILEY, Latin and Greek.....1887—1892
Rutgers College.
SARAH B. STRONG, Preparatory Department.....1887—1892
Wells College.
ANTOINETTE C. ROGERS, Primary Department.....1887—
Oswego State Normal and Training School.
MARY W. HAWLEY, Kindergarten.....1887—1892
Van Wagenen's Kindergartner Training School.
KATE C. ROBB, Primary Department.....1888 (until June)
OLIVE J. LYDALL, Primary Department.....1888 (after June)
Oswego State Normal and Training School.
MADAM MANN DE RUCHANT, French.....1889
GRACE O. FORNACHON, Primary Department.....1889
Oswego State Normal and Training School.
ARCHIBALD CUTHBERTSON, Calisthenics.....1889
Toronto University, Canada.
I. S. PRESTON, Penmanship.....1889
SARAH L. DUNNING, Music (Vocal).....1889

DR. R. ARROWSMITH, Principal.....1892—1893
See pp. 118-121.
FLORA E. PIKE, Mathematics and History.....1892—1893
Vassar College.
CARRIE E. REYNOLDS, Geography and Latin.....1892—1893
Fredonia State Normal School.
SALLIE B. FREEMAN, Primary Department.....1892—1893
New Jersey State Normal School.

MARY WHEELER HAWLEY, Principal.....1893 (March 3)—1896
Van Wagenen's Training School.
ALLEN B. DOGGETT, Art.....1895—
Royal Academy, Munich.

Members of the Local Committee of Erasmus Hall High School, 1896-1901

HAMLIN, GEORGE D. ..... 1896—1899
HOOPER, FRANKLIN W. ..... 1896—1899
MAXWELL, HENRY W. ..... 1896—1899
MCNAMEE, JOHN ..... 1896—1899
PETTENGILL, EMMA F. ..... 1896—1898
WEIR, JAMES ..... 1896—1898
YOUNG, RICHARD ..... 1896—1901
FISHER, GEORGE H. ..... 1898—1899
SULLIVAN, ANDREW T. ..... 1898—1901
BAMBERGER, IRA LEO ..... 1899—1901
BASSETT, EDWARD M. ..... 1899—1901
HUNT, JOSEPH H. ..... 1899—1901
NOSTRAND, GEORGE E. ..... 1899—1901
POWELL, JOHN K. ..... 1899—1901
THOMPSON, JOHN R. ..... 1899—1900
WILLIAMS, JOHN J. ..... 1899—1900
MCILROY, JOHN ..... 1900—1901

The Faculty of Erasmus Hall High School

(*The names in each department are arranged in order of appointment.*)

WALTER B. GUNNISON - - - - - - - - - - - *Principal*
A.B., St. Lawrence University, 1875; A.M., 1878; Ph.D., 1895; Professor of the Latin Language and Literature, St. Lawrence University, 1875-1885; Principal of Public School No. 19, Brooklyn, 1885-1896; Principal of Erasmus Hall High School, 1896-

KATE E. TURNER - - - - - - - - - - *Assistant Principal*
Brooklyn Training School; A.B., Adelphi College, 1903; Head of Department, Public School No. 19, 1895-1897; Teacher, Erasmus Hall High School, January, 1897-April, 1898; Assistant Principal, April, 1898-

DEPARTMENT OF ART.

JOSEPH MAYO TILDEN.

B.S., Worcester Polytechnic Institute, 1895; Mass. State Normal School, 1897; M.A., New York University, 1906; Assistant in Chemistry, Harvard University, 1895-1897; Supervisor of Art Study, Public Schools, Higham, Mass., 1897-1898; Teacher of Art, Erasmus Hall High School, 1898-

PEARL FRANCES POND.

Diploma, Mass. Normal Art School, 1892; Director of Drawing, Hampton Institute, Va., 1892-1894; Diploma, Pratt Institute, 1898; Teacher of Art, Erasmus Hall High School, Sept., 1898-

MANTON ELWELL MERCHANT.

Diploma, Mass. Normal Art School, 1896; Teacher, Gloucester High School, 1896-1901; Teacher of Art, Erasmus Hall High School, 1901-

COMMERCIAL DEPARTMENT.

WARREN L. STARKEY - - - - - - - - - *Head of Department*

Coleman Business College; Head Teacher, Commercial Branches, Paterson, N. J., High School, 1891-1897; Head Teacher, Commercial Department, Erasmus Hall High School, 1897-

GEORGE C. RAYNOR.

Graduate, State Normal College, Albany, 1888; Graduate, Zanerian Art College, Columbus, Ohio, 1893; Course in Albany Business College, 1896; Principal, Graded School, Shelter Island, N. Y., 1888-1889; Teacher of Commercial Branches, State Normal School, Millersville, Pa., 1890-1893; Instructor in Polytechnic Institute, Brooklyn, 1894-1898; Teacher of Commercial Branches, Erasmus Hall High School, 1898-

DEPARTMENT OF ENGLISH.

ORLANDO EATON FERRY.

A.B., Hamilton College, 1895; A.M., 1898; A.M., New York University, 1902; Teacher, Polytechnic Institute, Brooklyn, 1895-1896; Teacher of English, Erasmus Hall High School, 1896-

ABIGAIL ELIZA LEONARD.

Randolph Normal School, 1875; First Assistant, Johnson Normal School, 1875-1878; First Assistant, Woodstock High School, 1878-1881; First Assistant, Castleton Normal School, 1881-1891; Teacher, Girls' High School, Brooklyn, 1891-1896; Teacher of English, Erasmus Hall High School, 1896-

CLARA A. HART.

Teacher of English, Erasmus Hall High School, Sept., 1896-Sept., 1897.

GRACE A. BURT

Graduate, Emerson College of Oratory, Boston, 1895; Student, New York University, Summer Course, 1903; Martha's Vineyard, Summer Course; Teacher in private schools, New York, Brooklyn, Jersey City, Newark, Newburgh; Public Reader, and Lecturer for the City of New York, on Shakespearian Plays; Author of "The Art of Expression"; Teacher of Elocution, Erasmus Hall High School, February, 1898-

ALBERT FRANCIS BUCK.

A.B., Amherst College, 1890; A.M., Harvard University, 1892; Student in Germany, 1892-93; Instructor in Philosophy, Union College, 1896-97; Instructor in Philosophy, University of Chicago, 1897-98; Teacher of English, Erasmus Hall High School, September, 1898-January, 1904.

WILLIS EARLE.

A.B., Dartmouth College, 1889; A.M., 1892; Teacher of English, Worcester, Mass., Academy, 1889-1890; Norwalk, Conn., School, 1890-1893; St. Paul's School, Garden City, L. I., 1893-1898; Erasmus Hall High School, 1898-; Chairman, Department of English, Erasmus Hall High School, 1898-1900.

SABRA MAUDE MOORE.

A.B., Wellesley College, 1898; Student, Columbia University, 1902, 1903; Teacher of English, Erasmus Hall High School, 1898-

FLORENCE M. SCOVILL.

B.L., Smith College, 1893; Graduate Student, Yale University, 1893, 1894; Teacher of English, Montpelier, Vermont, 1894-1895; Westfield, N. J., 1895-1897; Traveling in Europe, 1897-1898; Teacher of English, Erasmus Hall High School, 1898-

GEORGE MORRIS STROUT.

A.B., Boston University, 1878; Ph.D., 1880; Principal, High School, Nahant, Mass., Chicopee, Mass., Athol, Mass., Cohoes, N. Y.; Teacher of English, Erasmus Hall High School, 1898-

WILLIS BOUGHTON.

A.B., University of Michigan, 1881; A.M., Dickinson College, 1891; Ph.D., Ohio University, 1900; Higher Diploma, Teachers College, Columbia University, 1902; Teacher in Cincinnati Grammar Schools, 1888; in Technical School, Cincinnati, 1889; Professor of History and Literature, Ohio University, 1889-1891; Lecturer on English, University of Pennsylvania, 1891-1892; Professor of English, Ohio University, 1892-1899; Teacher of English, Erasmus Hall High School, 1899-; Chairman Department of English, Erasmus Hall High School, 1900-1903.

GEORGE A. HUBBELL.

Ph.D., Columbia University; Teacher of English, Erasmus Hall High School, February, 1899-1904; Vice-President Berea College, 1904-

MILDRED I. MCNEAL.

Teacher of English, Erasmus Hall High School, October, 1899-September, 1903. Married Mr. Peter Sweeney, 1903.

PRESTON COOKE FARRAR - - - - - - - - *Head of Department*
A.B., Washington and Jefferson College, 1891; A. M., Columbia University, 1904; Teacher of English and Latin, Allegheny, Pa., High School, 1891-1896; Head of Latin Department, 1893-1896; Head of English Department, 1896-1900; Graduate Student, Columbia University, 1900-1903; Teacher of English, DeWitt Clinton High School, New York City, February, 1901-September, 1903; Chairman English Department, 1902-1903; Head of English Department, Erasmus Hall High School, September, 1903-

SARAH PHOEBE FOSTER.
A.B., Wellesley College, 1898; Assistant to Head of Modern Language Department, D. C. Heath & Co., Boston, 1898-1902; Secretary to Kindergarten Department, Pratt Institute, 1902-1903; Teacher of English and Secretary to the Principal, Erasmus Hall High School, September, 1903-

FREDERICK WILLIAM MEMMOTT.
A.B., Williams College, 1895; A.M., 1900; Vice-Principal of Drury High School, North Adams, Mass., 1895-1903; Teacher of English, Erasmus Hall High School, 1903-

LUCY BURNS.
A.B., Vassar College, 1902; Graduate Student, Yale University, 1902-1903; Teacher of English, Erasmus Hall High School, February, 1904-

DEPARTMENT OF HISTORY.

WILLIAM E. CHANCELLOR.
Teacher of History, Erasmus Hall High School, September, 1896-September, 1897.

GEORGE EDWARD BOYNTON - - - - - - - - *Head of Department*
Student at Rochester University, 1884-1886; Principal of Victor Union School, 1886-1890; A.B., Johns Hopkins University, 1892; Graduate Student, Ibid., 1893 and 1895; Graduate Student, Cornell University, 1894; Instructor in Sociology, Women's College of Baltimore, 1892; Head of Department of English, Utica Free Academy, 1895-1897; Head of Department of History, Erasmus Hall High School, September, 1897-

LAURA EUNICE SPRAGUE.
Ph.B., University of Michigan, 1891; Teacher of Mathematics, High School, South Bend, Ind., 1891-1892; Teacher of History and English, State Normal School, Buffalo, N. Y., 1892-1897; Teacher of History and English, Erasmus Hall High School, 1897-

J. HERBERT LOW.
A.B., Amherst College, 1890; A.M., 1896; Instructor in Latin and History, Brooklyn Polytechnic Institute, 1890-1893; Student in Berlin, Paris, London, 1893-1897; Teacher of History, Erasmus Hall High School, 1897-

FRANCES G. DAVENPORT.
Teacher of History, Erasmus Hall High School, September, 1898-September, 1901.

JENNIE MELVENE DAVIS.
Potsdam State Normal and Training School, 1891; Special Work, Teachers College, 1894; Harvard Summer School, 1897; Assistant Principal, School No. 17, Potsdam, 1885-1890; Teacher of History, East Orange, N. J., High School, 1891-1898; Lecturer, New York State Teachers' Institutes, 1898-1899; Lecturer, New York State Summer Institutes, 1898, 1905; Lecturer on History, New York City Public Lecture Course, 1895-1906; Teacher of History, Erasmus Hall High School, February, 1899-; Member American Historical Association.

GERTRUDE J. NELSON.
Teacher of History, Erasmus Hall High School, February, 1901-September, 1901. Married Mr. Clifford R. Burt, 1901.

JENNY C. WATTS.
Teacher of History, Erasmus Hall High School, February, 1901-September, 1901.

LOLABEL HOUSE.
A.B., University of Nashville, 1893; A.M., University of Chicago, 1898; Ph.D., University of Pennsylvania, 1901; Fellow in American History, University of Pennsylvania, 1899-1901; Instructor in English, Waco High School, Waco, Texas, 1898-1899; Teacher of History, Erasmus Hall High School, September, 1901-

CAROLINE T. MITCHELL.
Teacher of History, Erasmus Hall High School, September, 1901-1902; Instructor, Smith College, 1902-1903. Married Mr. Geo. W. Bacon, June, 1904.

ANTOINETTE LAWRENCE.
Ph.B., Cornell University, 1891; A.M., 1895; Teacher, Private School, New York City, 1891-1894; Graduate Student, Cornell University, 1894-1895; Teacher, Private School, Geneva, 1895-1896; Ibid., Pittsburg, 1896-1898; Assistant Principal, Sewickley, Pa., 1898-1900; Teacher in Yonkers, N. Y., 1900-1902; Teacher of History, Erasmus Hall High School, February, 1902-

DEPARTMENT OF LATIN AND GREEK.

EUGENE WENDELL HARTER - - - - - - - *Head of Department*
B.A., Yale University, 1888; M.A., 1891; Teacher at "Viewland," Peekskill, 1888-1889; Head of Department of Latin and Greek, Newburgh Free Academy, 1889-1896; Teacher in Dr. Sachs' School for Boys, January, 1896-June, 1896; Head of Department of Latin and Greek, Erasmus Hall High School, September, 1896-

SUSAN PERKINS PEABODY.

A.B., Smith College, 1882; Teacher, High School, Vinton, Iowa, 1883-1891; St. Cloud Normal School, Minnesota, 1891-1893; Graduate Student, Cornell University, 1893-1894; Teacher, Girls' High School, Brooklyn, 1894-1896; Teacher of Latin, Erasmus Hall High School, September, 1896-

CAROLINE G. BROMBACHER.

A.B., Barnard College, 1895; Fellow in Greek, Bryn Mawr College, 1896-1897; Teacher of Mathematics and Greek, Erasmus Hall High School, September, 1897-February, 1906.

DENIS R. O'BRIEN.

A.B., St. Francis Xavier, 1896; Teacher in Grammar Schools, New York City, 1897-1898; Teacher of Latin, Erasmus Hall High School, September, 1898-

SIDNEY GRAUB STACEY.

A.B., Bowdoin College, 1889; Fellow in Latin, Johns Hopkins University, 1891; Acting Professor of Latin, Iowa College, 1894; Ph.D., University of Munich; Teacher of Latin, Erasmus Hall High School, February, 1898-

JESSE WILLIS JEFFERIS.

Boston University; Teacher of Latin, Erasmus Hall High School, September, 1898-June, 1900.

WILLIAM MAHLON STRONG.

A.B., Colgate University, 1894; Instructor in Greek and Latin, Rutgers College Preparatory School, 1894-1896; Student, Hamilton Theological Seminary, 1896-1897; Pd.B., New York State Normal College, 1898; Teacher of Latin, Erasmus Hall High School, September, 1898-

NATHALIE LUCE VIDAUD.

Oswego State Normal School, 1881; Teacher, Greenpoint, N. Y., High School, 1881; School for Girls, New York, 1881-1885; School for Girls, Brooklyn, 1885-1892; Yonkers, N. Y., High School, 1892-1898; Teacher of Latin, Erasmus Hall High School, September, 1898-

JOHN WILLIAM BOCKES.

A.B., Williams College, 1896; L.L.B., St. Lawrence University, 1902; Teacher, Bridgeport, Conn., 1896-1897; Westerleigh, Staten Island, 1897-1899; Teacher of Latin, Erasmus Hall High School, 1899-

WALTER SCOTT HARLEY.

A.B., Bucknell University, 1887; A.M., 1890; Graduate Student, University of Chicago, 1892-1894; Instructor in Latin and Mathematics, South Jersey Institute, 1888-1892; Teacher of Latin, Boys' High School, Reading, Pa., 1894-1899; Teacher of Latin, Erasmus Hall, High School, February, 1899-

FREDERICK D. SHERMAN.

A.B., University of Michigan; Ph.D., University of Leipzig, 1897; Teacher, Bay City, Mich., High School; Oshkosh, Wis., Normal School; Lecturer on Education, Teachers College, Columbia University, 1897-1899; Teacher of Latin, Erasmus Hall High School, September, 1899-April, 1903.

ARLES SUMNER ESTES.

A.B., Colby University, 1884; A.M., 1897; Ph.D., Johns Hopkins University, 1895; Associate Principal, Ricker Institute, Maine, 1884-1891; Acting Principal, 1895-1896; Professor of Latin and Lecturer in History, Furman University, 1896-1898; Principal, Cook Academy, New York, 1899-1900; Teacher of Latin, Erasmus Hall High School, September, 1900-

ARLES EDWARD DIXON.

A.B., DePauw University, 1888; A.M., 1891; Instructor in Latin, DePauw University, 1886-1891; Professor of Latin, Olivet College, 1891-1895; Student in American School for Classical Studies in Rome, 1895-1896; Student of Latin MSS. in European Libraries, 1897; Fellow in Latin, University of Chicago, and Instructor in Schools (Lewis Institute, and South Side Academy) allied with the University, 1897-1901; Teacher of Latin and Greek, Erasmus Hall High School, 1901-

LIAM FRANK TIBBETTS.

A.B., Bates College, 1888; Ph.D., University of Chicago, 1901; Teacher of Latin and Greek, High School, Pawtucket, R. I., 1889-1890; Professor of Latin, Hillsdale College, Mich., 1890-1895; Instructor in Latin and Greek, Kenwood Institute, Chicago, 1896-1900; Teacher of Latin, Erasmus Hall High School, September, 1901-

Y FOSTER VOLENTINE.

B.A., Adelphi College, 1905; Teacher, Adelphi Academy, 1898-1902; Teacher of Latin, Erasmus Hall High School, February, 1902-

DEPARTMENT OF MATHEMATICS.

HUR C. PERRY.

Teacher of Mathematics and Science, Erasmus Hall High School, September, 1896-June, 1897.

GE MORRIS,

B.S., Rutgers College, 1889; Instructor in Rutgers College Preparatory School; Instructor in Science, Brooklyn Polytechnic Institute; Harmony School; Principal of Public School at Oceanic, N. J., 1894-1896; Teacher of Mathematics, Erasmus Hall High School, September, 1897-1904; Chairman of Department, 1899-1904.

E HUDSON DUNHAM STONE.

East Greenwich Academy; Teacher in Public Schools of Rhode Island and New Jersey; Albany Boys' Academy; Episcopal Diocesan School for Young Ladies, Nevada; Teacher of Mathematics, Erasmus Hall High School, April, 1898-

HERINE I. HODGDON.

A.B., Boston University, 1893; Teacher, High School, Portland, Conn., 1893-1894; Teacher of Mathematics and German, Wellesley, Mass., High School, 1894-1897; Graduate Student, Göttingen, 1897-1898; Teacher of Mathematics, Erasmus Hall High School, September, 1898-

LOUIS L. HOOPER.

Teacher of Mathematics, Erasmus Hall High School, September, 1898-May, 1900; Head Master, Washington School for Boys.

FRANK DEXTER EDGELL.

A.B., Amherst College, 1893; Teacher, Siglar's School, 1893-1895; Blair Hall, 1895-1899; Teacher of Mathematics, Erasmus Hall High School, February, 1899-

MARY MATILDA STONE.

A.B., Barnard College, 1896; Teacher in Elementary Schools, Brooklyn, 1898-1899; Teacher of Mathematics, Erasmus Hall High School, February, 1899-

ALBERT EDWARD KING - - - - - - *Chairman of Department*

A.B., Harvard University, 1897; A.M., 1898; Graduate Student, Columbia University, 1899-1905; Instructor in Seal's School, Plainfield, N. J., 1898-1899; Teacher of Mathematics, Erasmus Hall High School, September, 1899-

WILLIAM REUBEN LASHER.

Ph.B., St. Lawrence University, 1899; Teacher of Mathematics, Erasmus Hall High School, September, 1899-

WALTER D. MAPES.

A.B., Williams College, 1886; Teacher of Mathematics and Elocution, Gambier, Ohio, 1886-1887; Williams College, 1887-1888; Instructor in Mathematics, West High School, Cleveland, Ohio, 1888-1889; Instructor in Mathematics, Latin and Greek, Brooks' Military Academy, Cleveland, Ohio, 1889-1890; Head of Department of Mathematics, University School, Cleveland, Ohio, 1890-1895; Instructor in Mathematics, Central High School, Cleveland, 1897-1898; Teacher of Mathematics, Erasmus Hall High School, May, 1900-; Died, July, 1901.

ALICE GERTRUDE BRICKELMAIER.

B.S., Cornell University, 1899; A.M., Columbia University, 1900; Teacher, Randolph-Cooley School, Plainfield, N. J., 1900-1901; Teacher of Mathematics, Erasmus Hall High School, September, 1901-

GEORGE FAY WILDER.

A.B., St. Lawrence University, 1897; Teacher of Mathematics and Science, Rutland, Vermont, English and Classical Institute, 1897-1899; Teacher of Science, Ogdensburg Academy, N. Y., 1899-1901; Erasmus Hall High School, Teacher of Mathematics, September, 1901-

EDITH NICHOLS PUTNEY.

A.B., Smith College, 1899; Teacher of Mathematics, Erasmus Hall High School, February, 1904-

DEPARTMENT OF MODERN LANGUAGES.

JULIA BARCLAY DENNIS.

Dayton Normal College, 1892; Trenton State Model School, 1893-1896; Law Department, New York University, 1903; Teacher of German, Erasmus Hall High School, September, 1896-

MAY K. VAN BENSCHOTEN.
Teacher of German and French, Erasmus Hall High School, September, 1896-April, 1898. Married Mr. John S. Griggs, April, 1898.

MARY HERBERT HOLMES - - - *Chairman of German Department*
S.B., Wellesley, 1894; A.M., 1898; Teacher, Woodward Institute, Quincy, Mass., 1895-1898; Teacher of German, Erasmus Hall High School, February, 1898-

ANNA HOWARD ADAMS - - - *Chairman of French Department*
Ph.B., University of Michigan, 1890; Teacher in High School, Houghton, Mich.; High School, Ann Arbor, Mich.; Washburn College, Topeka, Kansas; Hillhouse High School, New Haven, Conn.; Teacher of French, Erasmus Hall High School, April, 1898-

ELIZABETH W. EATON.
University of Michigan; Teacher, Colorado College; Portland, Ore.; Teacher of German, Erasmus Hall High School, September, 1898-September, 1902.

HERMAN MONTAGUE DONNER.
International Institute, Zurich, 1883; Teacher in Private Schools in New York, 1894-1898; Teacher of French and German, Erasmus Hall High School, February, 1899-June, 1900.

MARY E. YOUNG.
Graduate of the University of Michigan, 1898; Teacher, Ypsilanti High School; Studied in Europe; Teacher of German, Erasmus Hall High School, September, 1899-September, 1901; Leave of Absence, September, 1901-September, 1902; Professor of Modern Languages, St. Lawrence University, 1902-1904. Married Mr. F. H. DeGrout, August 17, 1904.

BEATRICE SHAW.
B.A., Vassar College, 1897; Graduate Scholar in Modern Languages, Vassar, 1897-1898; Teacher, Lyndon Hall, Poughkeepsie, N. Y., 1898-1900; Teacher of French, Erasmus Hall High School, September, 1900-

HELEN LUDLOW PERKINS.
A.B., Adelphi College, 1898; Teacher of German, Erasmus Hall High School, September, 1901-

WALTER A. WIGHT.
A.B., Harvard University, 1899; Instructor, Polytechnic Preparatory School, Brooklyn, 1899-1901; Teacher of French, Erasmus Hall High School, September, 1901-

ELIZABETH MARY WHITE.
Sorbonne, Paris, 1884; Franke Stiftung, Halle, 1885; Privat-Docent, Berlin, 1886; A.M., Bates College, 1900; Diplôme Supérieur, Al. Fr., Paris, 1903; Teacher of French and German, Murdock School, Winchendon, Mass., 1887-1894; English High School, Worcester, Mass., 1894-1902; Teacher of French, Erasmus Hall High School, September,

MINNIE ESTELLA SPARKS.

B.L., Smith College, 1893; Teacher, Holyoke, Mass., High School, 1894-1897; Student, University of Leipzig, 1898-1899; Teacher, Rome, N. Y., High School, 1899-1903; Teacher of German, Erasmus Hall High School, September, 1903-

DEPARTMENT OF SCIENCE.

GRACE A. VAN EVEREN.

Teacher of Science, Erasmus Hall High School, September, 1896- October, 1898. Married Mr. Bradley Stoughton, January 4, 1899; Died, January 16, 1905.

SARA E. FAUNCE.

Teacher of Science, Erasmus Hall High School, September, 1897-June, 1900. Married Mr. O. E. Ferry, December, 1900.

ERNEST ROBERT VON NARDROFF - - - - - *Head of Department*

E.M., Columbia University, 1886; Honorary Fellow in Mathematics, Columbia University, 1888-1891; D.Sc., St. Lawrence University, 1903; Assistant in Physics and Chemistry, Brooklyn Central Grammar School, 1881-1882; Teacher of Physics and Chemistry, Brooklyn Heights Seminary, 1882-1887; Teacher of Physics and Chemistry, Model School, Boston, 1887-1888; Lecturer on Physical Science, Brooklyn Evening High Schools, 1888-1899; Instructor in Physics, Barnard College, 1891-1897; Head of Department of Science, Erasmus Hall High School, September, 1897-; Member, New York Physics Club, New York Academy of Science; Fellow, American Association for the Advancement of Science; Member, American Physical Society.

LAURA BROWNELL.

A.B., Vassar, 1895; Teacher of Science, Erasmus Hall High School, February, 1898-February, 1900. Married Mr. Chas. E. Woodbridge, 1900.

FRANK L. BRYANT.

B.S., St. Lawrence University, 1891; Principal, Public Schools, Orange County, N. Y., 1891-1893; Cornell University, 1893 and 1895; Teacher of Science, Stamford, Conn., High School, 1893-1898; Teacher of Physics and Physiography, Erasmus Hall High School, September, 1898-; President Earth-Science Section, New York State Science Teachers' Association, 1900.

FREDERICK WOLCOTT HUNTINGTON.

E.M., Columbia University, 1885; Teacher of Physics, Erasmus Hall High School, September, 1898-

BLANCHE L. NEEDHAM.

A.B., Radcliffe College, 1894; A.M., 1896; Teacher, Bloomfield, N. J.; Teacher, Erasmus Hall High School, September, 1898-June, 1900. Married Mr. C. H. Bissell, September 24, 1901.

RICHARD ELLSWORTH CALL.

Cazenovia Seminary, 1875; A.B., Indiana University; A.M., 1891; M.S., Iowa Agricultural College, 1892; M.D., Louisville, Ky.; Ph.D., Ohio University, 1896; Teacher, Stonington, Conn., 1877-1879; Superintendent of Schools, David City, Neb., 1879-1881; Geological Survey, 1881-1882; Principal, Moline, Ill., High School, 1882-1884; Instructor, University of Missouri, 1884; Teacher, Des Moines, Iowa, High School (five years); Louisville, Ky., High School; Superintendent of Schools, Lawrenceburg, Ind., 1896-1898; Teacher of Science, Erasmus Hall High School, 1898-1900.

MARGARET AUGUSTA DOOLITTLE.

A.B., Vassar College, 1893; M.D., Boston University School of Medicine, 1898; Hospital work and graduate study, Philadelphia, August 1898-January, 1899; Teacher of Science, Erasmus Hall High School, February, 1899-

WILLIAM JEROME HANCOCK.

B.S., University of Maine, 1888; M.S., 1892; Graduate Student, University of Maine, 1890; Professor of Chemistry, Antioch College, 1890-1892, and 1893-1899; Teacher of Science, Starkey Seminary, 1892-1893; Student, Harvard College, 1894-1895; Teacher of Chemistry, Erasmus Hall High School, September, 1899-

R. WESLEY BURNHAM.

A.B., Amherst College, 1895; Science Department, High School, Gloucester, Mass., 1895-1899; Teacher of Science, Erasmus Hall High School, November, 1899-

FRANK JOHN ARNOLD.

A.B., St. Lawrence University, 1896; A.M., 1900; Teacher of Latin, Adams Collegiate Institute, 1895; Principal of Matteawan, N. Y., High School, 1897; Teacher of Science, Medina, N. Y., High School, 1898-1899; Teacher of Physics, Erasmus Hall High School, September, 1900-

JENNIE W. GEER.

B.S., Cornell University; Teacher of Science, High School, Plymouth, Mass., 1892-1894; High School, Gardner, Mass., 1898-1900; Teacher of Biology, Erasmus Hall High School, February, 1900-

BEN MURRAY JAQUISH.

B.S., Cornell University, 1893; Instructor, The Chicago Academy, 1893-1896; Instructor, College of Physicians and Surgeons, New York City, 1896-1898; Dr. J. Sachs' School for Girls, New York City, 1898-1900; Teacher of Chemistry, Erasmus Hall High School, September, 1900-

MABEL AGNES YOUNG.

B.A., University of Cincinnati, 1889; Graduate Student, Radcliffe College, 1894-1895; Teacher in Tileston Normal School, 1890-1891; High School, Millbury, Mass., 1891-1894; High School, Springfield, Mass., 1895-1900; Teacher of Biology, Erasmus Hall High School, September, 1900-

CARLOTTA J. MAURY.
Teacher of Science, Erasmus Hall High School, February, 1901-September, 1901.

LEWIS CALEB WILLIAMS.
A.B., Kenyon College, 1892; A.M., 1899; Instructor in Natural Science, Kenyon Military Academy, 1892-1896; Cheltenham Military Academy, 1896-1900; Teacher of Physics, Erasmus Hall High School, February, 1901-

MARION RAYMOND BROWN.
A.B., Wells College, 1898; A.M., Columbia University, 1901; Instructor in Science and History, Union School, Fishkill, N. Y., 1898-1900; Teacher of Biology, Erasmus Hall High School, September, 1901-1904, and 1906-

FRANK ADISON REXFORD.
Brockport Normal School, 1900; B.S., New York University, 1905; Teacher, Bay Shore High School, 1900-1901; Teacher of Science, Erasmus Hall High School, September, 1901-

ESTELLA MAY VEDDER.
B.S., Cornell University, 1892; Teacher, St. Johnsville High School; Cascadilla School, Ithaca, N. Y.; Yonkers High School; Teacher of Biology, Erasmus Hall High School, September, 1902-

MUSIC.

JOSEPH AMBROSE CAMPBELL.
A.B., St. Francis Xavier College, 1886; Teacher of Music in Public Schools of Brooklyn, 1886-1902; Erasmus Hall High School, 1902-

LIBRARY.

MARY AURELIA KINGSBURY.
Graduate of Pratt Institute Library School, 1899; Assistant Cataloguer, Library, University of Pennsylvania, 1899; Cataloguer, Library, American Society of Civil Engineers, New York City, 1899-1900; Librarian of Erasmus Hall High School, June, 1900-

Prizes for Athletics

Athletics have been a branch in which, of a necessity, but few could be directly interested. Eleven men *only*, constitute a football team; nine, a baseball team; and in track and field events, there being no substantial recognition for effort of others than winners, the "good athletes" train harder, while the less meritorious ones drop out, discouraged. The benefit of athletics, that of physical development and relaxation from mental work, has thus become confined to the few rather than to the many.

To obviate this difficulty it was suggested that perhaps a scheme could be devised whereby *every boy*, big or little, athlete or otherwise, might become interested. Such a scheme must insure that every competitor receive some recognition; or better, some insignia of his ability. Another condition lay in the scholastic merit of the contestant. In order that the "school" should recognize his athletic ability in the form of a prize, he must have a meritorious standing in his lessons as well.

The solution of this double problem has been accomplished, and its result is the present "BUTTON CONTEST" of Erasmus Hall, held every term.

Four designs for buttons have been adopted, popularly known as the Freshman, second year, third year, and Senior buttons. The wearing of a button signifies that the holder has not only "qualified" in certain prescribed athletic tests, but that he also has an average of at least 70 per cent. in his studies.

Different degrees of athletic and scholastic ability are rewarded by bronze, silver, and gold buttons. The silver and gold buttons thus signify that the wearer is either a much better athlete or a better student, or both, than the wearer of a bronze button.

The system used is, briefly, as follows: Six athletic events are prescribed, arranged in three groups, together with a minimum credit.

GROUP I.—

Sixty yard dash, minimum credit, 8 seconds.

Two hundred and twenty yard run, minimum credit, 32 seconds.

GROUP II.—

High jump, minimum credit, 3 feet 3 inches.

Broad jump, minimum credit, 12 feet.

GROUP III.—

Chinning or pull-up, minimum credit, 3 times.

Twelve-pound shot put, minimum credit, 20 feet.

The contestant chooses one event from each group, and in his trial the above minimums each credit him with 15 points. Should his record be just the minimum in his three chosen events, his total athletic ability would be 45 points. Should his record be better than the above, he is credited accordingly from a carefully computed table of credits. Thus his athletic standing is determined.

Should the contestant get an average of 70 per cent. in his studies (which is the minimum scholarship), his total athletic and scholastic ability is 45 points. But if his report shows an average of 80 per cent., all over the minimum, 70, or in this case, 10, is added to the athletic record, making now a total of 55 points to his credit. In awarding the prizes, 45 points win a bronze button, 65 points win a silver button, and 100 points win a gold button.

In this way, with an easy athletic minimum, it is possible for almost any boy by some practice to get a bronze prize, if his school work is satisfactory. The contests are held early in the term with the idea of stimulating good work in the class room, so that the button, which is only half assured in the field, may become a real award when the first report is announced.

The pupil of high scholastic ability has by this method an opportunity of winning the silver or the gold prize, equal to that of the excellent athlete. In

student, with an average of 96.4 per cent., and hardly an ordinary athlete; the 119 boy was an excellent athlete, and a student of but 74 per cent. average.

The results accomplished are: *First*, a prize is won by all who *really* try, hence, reward for effort; *second*, the good student and the good athlete are on a par as to chance; *third*, boys are led to study in order to insure the button; *fourth*, the plan attracts over *seventy-five per cent.* of all our boys, a number which by no ordinary means would ever enter athletics or receive any of their benefits.

Track Records

Event.	*Record.*	*Date.*	*Holder.*
100 yards dash, Senior	10 3-5 sec.	May 14, 1903.	Nobert Hegeman.
100 yards dash, Junior	10 3-5 sec.	May 13, 1905.	George McNulty.
220 yards run, Senior	23 4-5 sec.	May 17, 1905.	E. J. O'Connor.
220 yards run, Junior	23 4-5 sec.	May 13, 1905.	George McNulty.
440 yards run	52 3-5 sec.	June 4, 1904.	E. J. O'Connor.
Half-mile run	2 min. 6 sec.	May 27, 1904.	E. J. O'Connor.
Mile run	4 min. 52 sec.	May 14, 1903.	Nobert Hegeman.
Running high jump	5 ft. 4 in.	May 27, 1903.	C. J. Tafel.
Running broad jump	22 ft. 3 in.	May 21, 1900.	H. O. Tafel.
Pole vault	9 ft. 9 in.	June 14, 1905.	Harold Rogers.
12-pound shot put	41 ft. 1 in.	May 28, 1900.	Frederick Onken.
120 yards high hurdle	17 sec.	May 27, 1903.	George Beavers.
220 yards low hurdle	26 3-5 sec.	May 27, 1903.	William Conley.
1 mile relay	3 min. 34 4-5 sec.	Apr. 28. 1905	O. V. Korber. E. B. Hutchings. R. McNulty. E. J. O'Connor.

Track Captains

1898—Charles Claggett.
1899—Virgil Lopez.
1900—LeRoy B. Vail.
1901—William O'Donoghue.
1902—William Conley.
1903—Charles F. Tafel.
1904—Ray McNulty.
1905—Edward J. O'Connor.
1906—Edward B. Hutchings.

Hockey Captains

1899—Joseph O'Sullivan.
1900—Henry Kohlman.
1901—W. O'Donoghue.
1902—Benj. Nichols.
1903—Joseph O'Donoghue.
1904—(No Team.)
1905—Charles Beavers.

Football Captains

1897—Virgil Lopez.
1898—George D. Ford.
1899—Arthur Kelly.
1900—Harold McNulty.
1901—Harold McNulty.
1902—Joe O'Donoghue.
1903—Russell Earle.
1904—Walter Donovan.

Prizes for Essays.	*Prizes for Cover Designs.*
June, 1900.	
First, VIOLA PIKE.	First, ANNA FOSTER.
Second, LAURETTA BURNS.	Second, LOUISE GREEN.
Third, FLORENCE JONES.	
February, 1901.	
First, MARY E. O'LEARY.	First, MABEL R. BARTOL.
Second, EDITH R. MEALLEY.	Second, ROBERT H. BLAKE.
Third, HOYT P. SIMMONS.	
June 1901.	
First, HARDING JOHNSON, JR.	First, HILDA MANSFIELD.
Second, CLARA KNOWLTON.	Second, IDA BROWN.
Third, LOUIS BARTLETT.	
February, 1902.	
First, EDNA J. WAKEFIELD.	First, GEORGE RENOUARD.
Second, ALICE FULLER.	Second, SUSAN B. TOWNSEND.
Third, FAITH CHIPPERFIELD.	
June, 1902.	
First, SUSAN B. TOWNSEND.	First, EMMA L. BROCK.
Second, CHARLOTTE HARVEY.	Second, THEODORE KROMBACH.
Third, HARDING JOHNSON, JR.	
February, 1903.	
First, ALLEN B. DOGGETT, JR.	First, ROBERT H. BLAKE.
Second, IRMA MORITZ.	Second, LAURA STOUT.
Third, SUSAN B. TOWNSEND.	
June, 1903.	
First, ALLEN B. DOGGETT, JR.	First, IDA SICURO.
Second, PORTIA PATTEN.	Second, MARTHA L. BRADT.
Third, GEORGE V. RICHARDSON.	
February, 1904.	
First, RACHEL KNIAZINSKY.	First, MARGARET FLYNN.
Second, ALLEN B. DOGGETT, JR.	Second, MARTHA L. BRADT.
Third, ELEANOR MEAKIN.	
June, 1904.	
First, ELMER D. KEITH.	First, GORDON B. DUKES.
Second, SALEM MUNYER.	Second, DOROTHY BROWN.
Third, GENEVIEVE J. WILLIAMS.	

Prizes for Essays.	*Prizes for Cover Designs.*
	February, 1905.
First, HAZEL I. PITFIELD.	First, IDA SICURO.
Second, ELIZABETH NITCHIE.	Second, JOHN M. RELPH.
Third, GORDON B. DUKES.	
	June, 1905.
First, ELMER D. KEITH.	First, GORDON B. DUKES.
Second, BLANCHE SHERMAN.	Second, IDA SICURO.
Third, RALPH W. HALL.	
	February, 1906.
First, BURNEY O. JACKSON.	First, JACOB MEHLING.
Second, CHIN CHUNG.	Second, JOHANNE DE WOLFE.
Third, MAY DOHERTY.	

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